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ABSTRACT

The purpose of this document is to assist Florida school districts in implementing the General Educational Development (GED) Exit Option Model for students at risk of not completing high school. Students must be at least 16 years of age and currently enrolled in high school to take the GED tests through the GED Exit Option Model. In addition, the GED Exit Option Model may only be exercised for those students whose class or cohort group with which they entered kindergarten is graduating or has graduated. This manual provides information on student eligibility criteria, American Council on Education (ACE) guidelines for the GED Exit Option Model, school district application process, the amendment process, GED Exit Option authorization forms, implementation guidelines for the GED Exit Option Model, and Department of Juvenile Justice students in GED preparation programs. Extensive appendices include a memorandum on high school graduation testing requirements, a district application for the GED Exit Option Model, a flow chart illustrating the GED Exit Option Model placement decision process, general requirements for adult general education programs, an explanation of the awarding of Florida high school diplomas, and GED curriculum frameworks and correlation of GED to Sunshine State Standards. (CR)

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ED 472 304

The GED Exit Option: Procedure Manual

Florida State Department of Education
Division of Public Schools and Community Education
Bureau of Instructional Support and Community Services

2002

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Procedure Manual

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Florida Department of Education
Division of Public Schools and Community Education
Bureau of Instructional Support and Community Services

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Bureau of Instructional Support and Community Services

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GED Exit Option Model Procedure Manual

Background

The General Educational Development (GED) Tests, a part of American Council on Education (ACE) since 1942, were developed to provide adults who had dropped out of high school an opportunity to earn a high school credential by passing the GED Tests. The primary aim was to open the door to college and productive employment for individuals who otherwise had not had those opportunities.

Beginning in 1988, ACE began accepting requests from states for waivers to use the GED Tests for currently enrolled high school students at risk of leaving school without completing graduation requirements. From 1988 to 1996, ACE authorized pilot program waivers for six states, including Florida, to use the GED Tests with currently enrolled Dropout Prevention Program students at risk of not graduating from school.

In 1996, the ACE Board of Directors decided to terminate this pilot project. The six states that had ongoing programs received extensions until the release of the 2002 Series GED Tests. Many of these pilot states believed that the in-school program was of high value to students and petitioned ACE to reevaluate the policy to terminate the pilot program. In 1998, ACE contracted with a private consultant to conduct a study, evaluate the in-school program in the six states, develop recommendations to strengthen the in-school program, and evaluate the implications to the GED program and ACE if the in-school program was granted permanent status for use in all states.

Based on the findings of this study, ACE staff recommended that the board of directors authorize the continuation of the in-school GED program, subject to continued careful monitoring. The board of directors considered participation and success rates, legal liabilities, and the state's program infrastructure. Subsequently, ACE developed guidelines and a waiver application process to continue and expand the GED in-school program for high school students to all states. The General Educational Development Testing Service (GEDTS) developed guidelines to maintain the integrity and credibility of GED Tests for testing currently enrolled high school students and provide states the latitude and flexibility to implement the in-school program to meet their specific needs and conditions. Applications from states requesting a waiver to use GED Tests for selected students enrolled in traditional secondary schools must provide assurances to GEDTS that in-school programs implemented in the state will conform to these guidelines.

In 2000, the Florida Department of Education (DOE) submitted a waiver application to ACE. The new application expanded student eligibility criteria to include not only dropout prevention program participants, but also other students at risk of not graduating with their cohort group. ACE approved the waiver for implementation for the 2001-2002 school year. This approval authorizes the State of Florida to continue implementing the GED Exit Option Model that permits currently enrolled high school students to take the GED Tests. If students pass both the GED Tests and the High School Competency Test (HSCT) or the Florida

Comprehensive Assessment Test (FCAT), they are eligible to graduate, receiving a standard high school diploma in addition to a State of Florida high school diploma. Students can only access this alternate graduation route through the GED Exit Option Model.

Purpose

The purpose of this document is to assist school districts in implementing the GED Exit Option Model for students at risk of not completing high school. The GED Exit Option Model is not a vehicle for early exit of at-risk students and may only be exercised for those students whose class or cohort group with which they entered kindergarten is graduating or has graduated. In addition to passing the GED Tests, students graduating via the GED Exit Option Model must pass both sections of the HSCT or the FCAT. In 2002, only seniors will have the opportunity to take the HSCT, and by 2003, all students must pass the FCAT to graduate with a standard high school diploma (see appendix A).

General Information

General policies of ACE prohibit administering the GED Tests to students currently enrolled in high school, thus avoiding the inducement of students to leave school before graduating. However, ACE has authorized special circumstances for all states to use the GED as an exit option for students who are overage for their grade level, based on ACE approval of the state's application. During the 2001-2002 school year, 42 school districts with 212 school sites applied to and received authorization from the Florida Department of Education to implement the GED Exit Option Model.

Student Eligibility Criteria

Students who are at least 16 years of age and currently enrolled in high school may take the GED Tests through the GED Exit Option Model. This option may only be exercised for those students whose class or cohort group with which they entered kindergarten is graduating or has graduated. The local school board must approve rules allowing students 16 to 17 years of age to take the GED Tests by documenting extraordinary circumstances. By meeting the specific eligibility criteria for the GED Exit Option Model, students automatically meet extraordinary circumstance status and do not need individual documentation beyond the approval established in school board policy. It is not appropriate to place students who are younger than 16 years of age into the GED Exit Option Model or GED Preparation Program. ACE policy and procedures prohibit administration of the GED Tests to individuals less than 16 years of age. Each student must be evaluated individually to determine the most appropriate educational placement.

ACE Guidelines

The Department of Education provides each school district with the opportunity to submit an application to develop and implement the GED Exit Option Model. The application must address ACE Guidelines, and the district must ensure that the district and each school imple-

menting this model adhere to these guidelines. Failure to follow these guidelines will result in cancellation of the state's waiver to administer the GED Exit Option Model to selected secondary students. Each of the following guidelines must be in evidence to comply with ACE requirements.

- Guideline 1: Selection procedures must ensure that students who enroll in the GED Exit Option Model are those who will not graduate with their class because of credit deficiency or low grade point average (GPA) and who are otherwise capable of completing graduation requirements.
- Guideline 2: Counseling is required prior to enrollment and must be available throughout participation in the GED Exit Option Model.
- Guideline 3: Curricula and instructional content must be at the high school level.
- Guideline 4: To ensure effective instructional delivery, sufficient instructional resources and qualified staff must be allocated to the GED Exit Option Model.
- Guideline 5: Successful students must be awarded a standard high school diploma.
- Guideline 6: GED Exit Option Model graduates must receive official recognition, such as being allowed to participate in graduation with their class.
- Guideline 7: Planning and oversight of the implementation of the GED Exit Option Model will be the responsibility of the Florida Department of Education and will necessitate collaboration among different organizational units of the department.
- Guideline 8: States will share equally in the cost of administrative support for the GED Exit Option Model, as mandated by GED Testing Services guidelines.
- Guideline 9: DOE will collect data and information annually about the GED Exit Option Model from local school systems and will submit the data to GEDTS.
- Guideline 10: GED test administration for the GED Exit Option Model must conform to all regulations protecting the integrity of the tests. Compliance with this item is the responsibility of the Division of Workforce Development in the state testing administration office.

Note that Guideline 8 is a state administrative guideline and relates to state-level implementation.

Application Process

School districts must apply to the Florida Department of Education and be approved on an annual basis to implement the GED Exit Option Model for all school sites using this exit model. Therefore, program planning must include the establishment of the guidelines. Prior to implementation, the DOE must approve all applications. School districts may amend the original application to include additional sites during the school year. The application is included as appendix B. DOE must approve all applications and amendments prior to implementation of this model.

- Part A (District Application Form) must be returned to the Florida Department of Education with all requested signatures.
- Part B (Site Application Form) must be completed by personnel at each school site

and returned to the Florida Department of Education with the District Application Form.

- Part C (Site Self-Evaluation Checklist) must be completed by each school site and maintained at the district office.
- Part D (Student Self-Evaluation Checklist) must be completed for each student utilizing the GED Exit Option and maintained at the school site.

Amendment Process

School districts may amend approved applications anytime during the school year to add additional school sites. To amend an approved application, school districts must complete the GED Exit Option Amendment Form (appendix C) and Site Application Form (appendix B, part B), and submit both to the Florida Department of Education.

GED Exit Option Authorization Forms

Beginning with the 2001-2002 school year, ACE expanded the use of the GED Exit Option Model to all states that wished to implement this strategy for students at risk of not graduating with their class. This expansion provided ACE with the opportunity to collect and analyze data for longitudinal evaluation of students who successfully graduate using this strategy. Therefore, ACE developed a process and tracking system to capture data for these students.

Once the district's application is approved by DOE, the GED Exit Option Authorization Form (appendix D) will be mailed to the district GED Exit Option Model contact with the list of approved school sites for implementation of the GED Exit Option Model. The district administrator is responsible for ensuring that each approved site is provided with the appropriate number of copies. The district GED Exit Option Model contact may contact the DOE Dropout Prevention Office for additional forms during the year.

Prior to a student taking the GED Tests, the student and the teacher must complete a GED Exit Option Authorization Form. All eligible students must present a completed authorization form to the chief examiner, follow all policies and procedures of the local GED testing site, and provide photographic identification. The GED Exit Option Authorization Form must accompany the student's GED answer sheet for scoring. Below are simple directions for completing the form.

- NCES School Code—Refer to the list of approved school sites for implementation of the GED Exit Option Model (to be provided by DOE).
- Contact Person—Use the name of the person identified on the list of approved school sites for implementation of the GED Exit Option Model.
- Date Enrolled in GED Exit Option Program—Enrollment dates must reflect the effective date of the official approval letter from DOE. Refer to the list of approved school sites for implementation of the GED Exit Option Model for individual school approval dates.

- Signature of School Administrator—Refer to the list of approved school sites for implementation of the GED Exit Option Model for the individual school administrator.

Implementation Guidelines

To assist school districts and schools with the implementation of the GED Exit Option Model and completion of the application process, a detailed explanation of the guidelines is provided. The self-evaluation checklists (appendix B, parts C and D) and the graphic organizer depicting the placement decision process (appendix E) may be used for program planning and to self-monitor compliance with the ACE requirements. This process assures the Florida Department of Education that each site offering the GED Exit Option Model is honoring the agreement with the American Council on Education. Including all of the following steps is the only way that Florida school districts can provide students the opportunity to take the GED Tests while currently enrolled in a PK-12 program.

- School districts must apply to implement the GED Exit Option Model on an annual basis.
- Each site must complete the site and student self-evaluation checklists on an annual basis.
- The student self-evaluation checklist must be made available for each student, either in hard copy or in an electronic format.

ACE Guidelines and Assurances for the GED Exit Option Model

Guideline 1: Selection procedures must ensure that students who enroll in the GED Exit Option Model are those who will not graduate with their class because of credit deficiency or low GPA and are otherwise capable of completing graduation requirements.

The GED Exit Option Model is not meant to be a preferred or accelerated means of completing high school. Entry and exit policies for the in-school program must conform to state compulsory attendance requirements. Most students participate in the program during the last year in which their cohort group attends high school and should exit at approximately the same time as the cohort graduation class.

The program is limited to students who will not graduate with their cohort group because of credit deficiency or low GPA or to students whose cohort group has already graduated. The appropriate selection of students is crucial to ensure students' success and the success of the GED Exit Option Model. This model is not a vehicle for early exit of students. Participation in this model is voluntary for students and requires parental notification and consent.

Any student currently enrolled in a PK-12 program, including special programs such as Exceptional Student Education, Dropout Prevention, Teenage Parent, Department of Juvenile Justice, and English for Speakers of Other Languages (ESOL) is eligible for the GED Exit Option Model. However, the appropriate selection of students is important to ensure their success and the success of the model.

Student Eligibility Criteria

Students utilizing the GED Exit Option Model must meet all of the following eligibility criteria:

- 16 years old and currently enrolled in a PK-12 program
- enrolled in courses that meet high school graduation requirements
- overage for grade, behind in credits, low GPA, and in jeopardy of not graduating with their cohort group
- cohort group with which student entered kindergarten is graduating or has graduated
- minimum reading level at seventh grade documented by the Test of Adult Basic Education (TABE) reading component or other test to determine grade level proficiency
- acceptable scores on official GED Practice Tests, administered under student testing conditions

Admission Procedures

After initial eligibility, a comprehensive review of student records, including grades, credits, and educational plans, must be completed by the child study team to determine if the GED Exit Option Model is the most appropriate educational strategy. Parents must be informed of and give consent to the student's participation in the GED Exit Option Model. The student's record must include written notification of the student's eligibility, parents' right to an administrative review of the proposed placement, and parental consent for student's participation prior to utilizing this model. The student's parent or guardian must be informed of the results of the record review and advised that the student transcript will indicate an alternative graduation route. Students who are enrolled in the GED Exit Option Model are exempt from the minimum graduation requirements prescribed for the standard high school diploma, including the 2.0 GPA requirement. Student records kept on site must include eligibility criteria, parent permission form, and student self-evaluation checklist. Teachers must keep records indicating the standards the student has mastered and his or her grades and attendance.

Records Review

After initial eligibility, a comprehensive review of student records must be completed to determine if this model is the most appropriate educational strategy for the student. Records to be reviewed include, but are not limited to

- reading level
  - The GED Tests are written on a ninth grade reading level. Students who read on or above this level will have a greater probability of passing. A student is required to demonstrate at least a seventh grade reading level to be offered this option.

- Test of Adult Basic Education (TABE) reading component, or other tests as described in Rule 6A-6.014, FAC, may be used to determine grade level reading proficiency (see appendix F).

- grades
  - All GED Exit Option Model students must be enrolled in courses that meet high school graduation requirements. If the student is enrolled in a Level 1 course, a written assessment of the need must be included in the student's individual educational plan (IEP) or in a student performance plan in order for that student to earn credit, pursuant to section 232.246(7), Florida Statutes.
  - If the student is capable of earning the 2.0 GPA required for graduation, he or she may not be a candidate for the GED Exit Option Model.

- credits earned
  - If the student has the ability and opportunity to graduate by an accelerated means of earning credits (course modification or competency-based instruction), he or she may not be a candidate for the GED Exit Option Model.

Guideline 2: Counseling is required prior to enrollment and must be available throughout participation in the GED Exit Option Model.

Counseling is required before program entry and during participation in the program. Because the decision to participate in the GED Exit Option Model is a serious one with high stakes consequences for students, counseling and advisement services must be provided to both the student and parent or guardian. Parents and students must receive appropriate counseling regarding the GED Exit Option Model and other graduation options prior to participation so that they can make an informed decision regarding placement. The following must be provided or discussed with the student and parent or guardian:

- Students utilizing the GED Exit Option Model must be enrolled in courses that meet high school graduation requirements.
- Students must have equal access to counseling and support services provided through the school district's PK-12 program, including certified counselors.
- Students must receive academic, personal, and career counseling, including information relative to military recruiters and college and university admissions.
- Student participation in the GED Exit Option Model is voluntary and parents or guardians must be informed of and agree with the student's participation in this model. The student's records must include written notification of student's eligibility, parents' right to an administrative review of the proposed placement, and parental consent for student's participation.
- The parent must also receive a *written* description of the district GED Exit Option Model design and the GED Tests content areas and score requirements described in Rule 6A-6.021, FAC (see appendix G). The GED Tests consist of five sub-tests: Social Studies, Science, Interpreting Literature and the Arts, Mathematics, and Writing Skills.

- The parent or guardian and the student must be informed of the results of the records review and advised that the student's transcript will indicate an alternative graduation route. The transcript will identify only the actual credits earned. Students who are enrolled in the GED Exit Option Model are exempt from the minimum graduation requirements prescribed for the standard high school diploma, including the 2.0 GPA requirement.
- If the parents and student fully understand all the graduation options available and opt for graduation via the GED Exit Option Model, the student may be placed in the program.
- In addition to the above requirements, students served in special programs must comply with statutes and rules governing their specific program areas. For example, a student served in exceptional student education (ESE) must have an individual educational plan (IEP) review. If the GED Exit Option Model were deemed an appropriate graduation avenue, then a notation that the student is seeking a high school diploma through an alternative graduation route, the GED Exit Option Model, would be indicated on the IEP.
- To ensure that students meet with success, continued counseling and student support services must be provided while they are enrolled in the GED Exit Option Model.

Other High School Graduation Options

Parents and students must be informed of all possible ways to accelerate credit toward the traditional high school diploma before they choose the GED Exit Option Model as an alternative graduation route. These include

- course modifications that combine performance standards of two or more courses with students earning two or more credits per class period in a year
- competency-based curriculum that allows students to work at their own pace and earn credits as they master all performance standards for a course.
- credits earned in summer school or adult high school
- Florida Virtual High School

Adult Standard High School Diploma

While the adult standard high school diploma requires passing the HSCT or the FCAT and earning the same number of credits as the standard high school diploma, there is some flexibility in the distribution of the credits, pursuant to section 232.246(6), Florida Statutes. Most of these programs are competency based, and many utilize computer-assisted instruction, strategies that are effective for many at-risk students. Students who are behind in credits can sometimes significantly accelerate toward graduation in adult education programs. Students who choose this graduation route must transfer from the PK-12 program into adult education using the W26 withdrawal code. On completion of graduation requirements, adult graduates are assigned the W43 withdrawal code indicating *any adult student who graduated from school with a standard diploma.*

GED Preparation in Adult Education

The GED Preparation Program is not offered through school district PK-12 programs. Parents must be informed that students who choose the GED Preparation Program are withdrawn from the PK-12 program and enrolled in adult education. (See page 17 for DJJ exception to this requirement.) Students enrolled in GED preparation classes conform to the following guidelines:

- Students must withdraw from high school and enroll in an adult education program. School districts must use the withdrawal code W26, which is a code for *any student who leaves to enter the adult education program within the district prior to the completion of graduation requirements.*

- Local school board rules must identify extraordinary circumstances for 16- to 17-year-old students who are allowed to take the GED Tests. Documentation of extraordinary circumstances and approval by the superintendent must be obtained for each student on an individual basis.

- The funding is provided through the Workforce Development Education Fund (WDEF), not through the PK-12 Florida Education Finance Program (FEFP).*

- Upon successful completion of the GED Tests, the student shall be awarded a State of Florida diploma and shall be considered a high school graduate. A district may also award a district diploma to the successful student, pursuant to Rule 6A-6.021(6), FAC (see appendix G).

- Credits are not earned or applied toward a standard high school diploma. Students are not required to take the HSCT or the FCAT.

* Section 230.23161(4), Florida Statutes, provides that students participating in GED preparation programs shall be funded at the basic program cost factor for Department of Juvenile Justice programs in the Florida Education Finance Program. These students are the only PK-12 students who can be enrolled in GED preparation courses and generate PK-12 funding.

Post Graduation Options

Military

In addition to passing the GED Tests, the armed forces require completion of the Armed Services Vocational Aptitude Battery (ASVAB). District personnel who work closely with military recruiters may be more successful in ensuring that students enrolled in the GED Exit Option Model are eligible for enlistment.

Colleges and Universities

The Commission on Educational Credit and Credentials recommends that students who earn the State of Florida high school diploma be considered high school graduates for the purpose of college admissions. Transcripts will reflect actual number of credits earned while in high school.

Guideline 3: Curricula and instructional content must be at the high school level.

The content of the GED Exit Option Model shall be academic and may include workforce development instruction or activities. This exit option must offer a full range of instruction that aligns with the Sunshine State Standards and the core content measured by GED Tests (high school mathematics, writing, social studies, reading, and science). Workforce development instruction and activities should be directed at the knowledge, skills, and abilities required for securing and maintaining employment.

- Students participating in the GED Exit Option Model must be enrolled in courses that meet high school graduation requirements.
- Evidence of enrollment may include a copy of student's class or course schedules in accordance with the district pupil progression plan.
- Students must receive grades and report cards.
- Teacher records must reflect student performance standards for each course being taught.
- Curriculum must be designed to specifically meet student needs based on diagnostic testing.
- The curriculum must integrate GED Course Curriculum Frameworks and student performance standards (appendix H).
- Remediation must be provided if the student fails any section of the GED Tests or the HSCT or FCAT. Students may be allowed to work at their own pace on individualized programs that include strategies to prepare for passing the GED Tests.
- The completion of at least one credit in vocational course work within the academic year is advised but not required.
- Students must earn acceptable scores on the official GED Practice Tests administered under standard testing conditions before being allowed to take the GED Tests.

Guideline 4: To ensure effective instructional delivery, sufficient instructional resources and qualified staff must be allocated to the GED Exit Option Model.

Instruction for the GED Exit Option Model must be of sufficient intensity and duration to ensure that participating students have a fair opportunity to raise their skills to the level necessary to earn a high school diploma in a reasonable period of time. Appropriate curriculum materials must be provided in adequate quantities and must be available when students need them. Instructional strategies that focus on individual student progress are strongly recommended. The following should also be noted:

- Students utilizing the GED Exit Option Model should receive their educational programs in a variety of program categories.
- Diverse instructional strategies should be employed, including but not limited to small group, individualized instruction, computer-assisted instruction, competency-based instruction, or summer school.
- The *Florida Course Code Directory and Instructional Personnel Assignments* provides teacher certification requirements, which include bachelor's degree or higher in the appropriate content area.
- Students must have access to 25 hours of instruction per week (full-time for grades 9-12). Flexible scheduling allows for students to attend vocational training, on-the-job training, or be employed.
- Students may be offered individualized instruction that allows them to proceed at their own pace. Many programs utilize computer-assisted instruction.
- Appropriate curriculum materials must be available to teach in alignment with the Sunshine State Standards for each course in which the student is enrolled.
- Class size and classroom space must be reasonable, pursuant to State Board of Education Rules.
- Local school districts determine specific staffing formulas. The Department of Education recommends no more than 15:1.
- All students and staff must comply with appropriate State Board of Education Rules (appendices F and G) and GED Preparatory Curriculum Frameworks (appendix H).
- Teachers of this model benefit greatly from staff development provided by the Adult Education Program and GED Testing Service to ensure that they are familiar with testing requirements, the content of GED Tests, and appropriate instructional activities that support student success on the GED Tests. The district adult education program director has access to the schedule of available training. The Florida Department of Education also serves as a source for information about training opportunities. An informative website on the GED Tests and links to ACE and Florida's GED site can be accessed at www.gedtest.org.

Guideline 5: Successful students must be awarded a standard high school diploma.

Students utilizing the GED Exit Option Model must take the HSCT or the FCAT.

- Students who pass the GED Tests and both parts of the HSCT or the FCAT must be awarded a standard high school diploma in addition to the State of Florida high school diploma.
- If a student passes the GED Tests but does not pass the HSCT or the FCAT, the school district may choose to award only the State of Florida high school diploma.
- It is recommended that students who are trying to graduate with their class take the GED Tests in March in order to meet the timelines to participate in graduation activities with their class.
- Students whose class has already graduated may take the GED Tests when ready, after they pass the HSCT or FCAT.
- Rule 6A-1.0995, FAC, provides allowable formats for Florida diplomas (see appendix I).

The Florida Comprehensive Assessment Test (FCAT) is a key indicator of annual achievement of the Sunshine State Standards. The final, formal assessment of the standards occurs during the tenth grade. Because the FCAT is also the key indicator of a school's grade, accurate data are necessary to ensure this accountability system is reliable. Therefore, it is imperative that school districts revise their pupil progression plans to allow students participating in the GED Exit Option Model to be promoted to the tenth grade so they can take the 10th Grade FCAT. Students who are enrolled in the GED Exit Option Model as ninth graders and take the 10th Grade FCAT invalidate the grading system. For a student to be able to take the 10th Grade FCAT, the student must be reported as a tenth grade student in the Department's student database in the semester in which he or she takes the 10th Grade FCAT. This means that the student must be reported during FTE survey week as a 10th grade student. For additional information on pupil progression plans, please see *Developing and Implementing the School District's Pupil Progression Plan,* developed by the Department of Education.

Students should not be allowed to take the GED Tests until they have passed the HSCT or the FCAT and earned at least a score of 500 on the official GED practice tests. Districts that opt to have students take the GED Tests prior to notification of HSCT or FCAT passing scores place students in jeopardy of not being eligible for the standard high school diploma. Once students meet the score requirements for earning the State of Florida high school diploma by passing the GED Tests, they are considered high school graduates and can not return the following semester for HSCT or FCAT remediation. Students may not take the GED Tests and graduate prior to the cohort group with which they entered kindergarten. High school students are given six opportunities to pass the FCAT in high school. The schedule for testing is listed below by grade level.

- 10th grade—given in March
- 11th grade—given in October, March, and June
- 12th grade—given in October and March

When overage students returning for their 13th year of school participate in the GED Exit Option Model and pass the GED Tests in the fall, they do not have to continue classes until the end of the semester. As soon as these students complete all of the requirements of the GED Exit Option Model, they are considered a high school graduate and do not have to return. If the district has implemented a program that incorporates a vocational component, the student may be required to complete this portion of his or her studies.

Guideline 6: GED Exit Option Model graduates must receive official recognition.

- The students are eligible to participate in all standard high school activities, including extracurricular activities and graduation ceremonies.
- Local school districts have many opportunities to provide recognition for student accomplishments.

Guideline 7: Planning and oversight of the implementation of the GED Exit Option Model will be the responsibility of the Florida Department of Education and will necessitate collaboration among different organizational units of the department.

To ensure effective executive management planning and oversight, the GED Exit Option Model must be integrated into the structure of the state education agency. This exit option includes both instructional and testing components. The state GED administrator has sole responsibility for the testing component. The state instructional coordinator has responsibility for ensuring that the GED Exit Option Model is consistent with GEDTS guidelines and state legislation and policies regarding attendance, graduation requirements, curriculum frameworks, funding, teacher certification, data collection, and reporting. The organization units involved in the Florida Department of Education include the Division of Workforce Development (Adult Education Services) and the Division of Public Schools and Community Education (Intervention and Prevention Services). In addition to these primary offices, collaboration also includes staff responsible for dropout prevention programs, teenage parent programs, exceptional student education, English for speakers of other languages, educational services for students in Department of Juvenile Justice facilities, and supplementary academic instruction.

The collaboration at the Florida Department of Education serves as a model for local school districts. The GED Exit Option Model must be integrated into the structure of the relevant offices at the local level to ensure appropriate planning for development, implementation, and evaluation of this strategy. This includes coordination among different programs to ensure appropriate selection of students, adequate instructional support, monitoring of testing procedures, staff development, and application procedures.

Guideline 8: Each year, the state education agency will submit documentation to GEDTS describing procedures for contributing a portion of the support needed to administer the GED Exit Option Model.

Florida Department of Education staff from the Division of Public Schools and the Division of Workforce Development will coordinate the state application process and facilitate the transfer of funds to GEDTS. This guideline only relates to the state level administration. There will be no additional costs to the school districts for implementing the GED Exit Option Model.

Guideline 9: The Florida Department of Education will collect data and information annually about the GED Exit Option Model from local school systems and will submit the data to GEDTS.

GEDTS is required by ACE to conduct an on-going evaluation of the impact of the GED Exit Option Model. Florida Department of Education staff must ensure that a standardized data collection form developed by GEDTS is distributed to the school systems that implement the GED Exit Option Model and that completed forms are collected and submitted to GEDTS on an annual basis.

At the end of each school year, student data are transmitted electronically to the DOE via the Automated Student Information Data Base. All students participating in the GED Exit Option Model must be reported on the GED Exit Option Test Results data element on the end-of-year record, Survey 5. Students participating in other program categories, such as dropout prevention, teenage parent, Department of Juvenile Justice programs, or exceptional student education must be reported using the appropriate data elements in addition to the GED Exit Option Tests Results data element transmitted on the end-of-year record during Survey 5 (see appendix J).

The GED Exit Option Test Results element includes the following:

- P - The student took the GED Tests and passed.
- F - The student took the GED Tests and failed.

In addition, students who have been coded P must be reported as

- W10 withdrawal code, *any PK-12 student participating in a GED Exit Option Model who passed the GED Tests and the FCAT or HSCT and was awarded a standard high school diploma*

or

- WGD withdrawal code, *any student participating in the GED Exit Option Model who passed the GED Tests but did not pass the FCAT or HSCT and was awarded a State of Florida diploma* (appendix L).

Annual School Report Form for the GED Exit Option Model

Included in the agreement between the Florida Department of Education and the American Council on Education to implement the GED Exit Option Model is the requirement to submit the newly developed Annual School Report Form. DOE facilitates this process using the Department's Automated Student Information Data Base and the Site Application Form. The Site Application Form (appendix B, part B) must be distributed to each school site implementing the GED Exit Option Model. School district staff must complete the forms for the school and submit them to the Florida Department of Education with the school district application packet. As a result, most of the information required by GEDTS will be collected using the application process rather than an evaluation format at the end of the school year.

Renewal and Archival of Forms

GEDTS is required by ACE to conduct an on-going evaluation of the impact of the GED Exit Option Model. To meet this mandate, GEDTS must obtain uniform data from states that have been granted the waiver to prepare and test enrolled high school students. The state GED administrator, collaborating with the state instructional coordinator, will ensure that a standardized data collection form developed by GEDTS (appendix B, part B) is distributed to

school districts that implement the GED Exit Option Model, completed forms are collected, and forms are submitted to GEDTS on an annual basis. The GED Exit Option Model data collection year is from September 1 through August 31.

The Florida Department of Education has incorporated the GEDTS standardized data collection form into the district application. Each component of the application is listed below with the archival requirements.

GED Exit Option Model Application Forms
Archival and Renewal

Application Section	Document Name	Requirement
Part A	District Application Form	submitted to DOE annually
Part B	Site Application Form	submitted to DOE annually
Part C	Site Self-Evaluation Checklist	completed by each school site on an annual basis and maintained at the district office (Part C forms should be maintained or archived in accordance with district policy.)
Part D	Student Self-Evaluation Checklist	must be completed for each student utilizing the GED Exit Option Model and maintained at the school site in the student's cumulative file

Guideline 10: GED test administration for the GED Exit Option Model must conform to all regulations protecting the integrity of the tests.

Test administration and any special accommodations are coordinated with the Adult Education Service, GED Testing Work Unit, to ensure proper protocol and testing procedures. All GED testing must conform to the policies in the GED examiner's manual. Local schools must work directly with their adult education program and official GED Testing Center to ensure that all required paperwork is submitted. All GED candidates requesting to take the tests must provide valid Florida identification when they appear at the test center. One acceptable form of identification is government issued identification, provided that the identification includes date of birth, photograph, address, and signature. Other examples of acceptable identification include driver licenses and passports. Comparable forms of government-issued identification such as those provided by motor vehicle departments to nondrivers are also acceptable.

Beginning with the 2001-2002 school year, ACE implemented a GED Exit Option Authorization Form (appendix D) developed specifically for tracking students who utilize the GED Exit Option Model strategy. Each student who takes the GED Tests must complete the authorization form with the teacher and submit it to the chief examiner prior to testing. The authorization form must accompany the student's GED answer sheet for scoring. Each subsequent time that the student takes the tests, he or she does not need to complete or submit the form to the chief examiner. The student information is entered into the database on the first administration of the tests, and the student's records are automatically updated on any subsequent testing.

Pursuant to Rule 6A-6.021(3), FAC, (see appendix G) each local school district shall establish a fee of not less than the total national and state required fees nor more than fifty dollars for each applicant taking the entire test battery consisting of the five GED Tests. This fee shall be paid at the time the application is filed.

To ensure continued improvement and compliance with required provisions of this model at the local level, staff from the Florida Department of Education, Division of Public Schools and Division of Workforce Development, will provide technical assistance and on-site reviews of each school district implementing the GED Exit Option Model. This review process will be implemented utilizing each district's approved application, including the Site Self-Evaluation Checklist and the Student Self-Evaluation Checklist (appendix B, part C and part D).

During the district on-site review, if the district or any school site is found unsatisfactory for noncompliance with the required provisions of the GED Exit Option Model, the district or school site may be subject to applicable procedures for cancellation of the approval to utilize the GED Exit Option Model. These procedures include

- a report of findings to the school district superintendent
- a corrective action plan addressing all findings and timelines developed by the school district and submitted to the Florida DOE
- technical assistance and approval of the corrective action plan by DOE staff
- a follow up visit to ensure deficiencies have been corrected

Any questions about the GED Testing Program should be addressed to the Division of Workforce Development at 1-877-FLA-GED1 (1-877-352-4311). If you have questions relating to the GED preparation course and other instructional services, please contact the Adult Education Services Work Unit at (850) 487-1619.

Department of Juvenile Justice Educational Programs

DJJ Students in the GED Exit Option Model

Students participating in DJJ educational programs are eligible to participate in the GED Exit Option Model, and the sites must ensure that all ACE guidelines are met. This includes the

assurance that any DJJ student who utilizes the GED Exit Option Model cannot graduate before the cohort group with which he or she entered kindergarten. Upon successful completion of the GED Tests and the HSCT or the FCAT, the district must issue the DJJ student a standard high school diploma in addition to the State of Florida diploma. After a DJJ student earns his or her diploma, the district can no longer report the student in the FEFP. Therefore, if a student is participating in the GED Exit Option Model, all of the guidelines described in this procedure manual must be met. The appropriate withdrawal code for these students is W10 or WGD.

Section 230.23161(4), Florida Statutes (appendix M), provides that students in residential DJJ programs shall not be charged a testing fee for the GED Tests. The responsibility for paying the testing fee rests with the entity that is receiving funds for providing the instruction. Therefore, each school is responsible for paying, at the minimum, the state and national portion of the fees. To offset these costs, school districts should negotiate with the authorized testing center to determine if the center is willing to waive part or all of the local fees and review existing contracts with private DJJ providers to determine if the issue of payment of the GED Test fees is addressed.

DJJ Students in the GED Preparation Programs

Pursuant to section 230.23161(4), Florida Statutes (appendix M), students receiving their education in DJJ programs shall generate the basic cost factor in the Florida Education Finance Program (FEFP) for GED preparation. The GED preparation courses should be in addition to all other credit-earning courses that advance students toward high school graduation. If the DJJ educational program offering GED preparation is not meeting the guidelines described in this procedure manual or if the student served is anticipated to graduate sooner than the class with which he or she entered kindergarten, then the program cannot be classified as a GED Exit Option Model. DJJ students in a GED preparation program meet the extraordinary circumstances criteria established by rules of local school boards that permit them to take the GED Tests prior to being 18 years old. *GED Testing Procedure 5.1-6, Special Exceptions for Adjudicated Youth* also establishes that these students may take the GED Tests while enrolled in school if ordered by the court or an officer of the court. Therefore, these students do not need to be withdrawn from PK-12 education prior to taking the GED Tests. This eliminates the burden to districts of additional Management Information Services record keeping and ensures that students remain in basic PK-12 education earning credits until they pass all sections of the GED Tests. After a DJJ student earns his or her diploma, the district can no longer report them for K-12 funding. These students should be withdrawn from K-12 education with a W26 code on the attendance record once notified that they have passed the GED Tests. They should then be immediately coded with a W45, grade level 30, on the end of year record to indicate that they have been awarded the State of Florida high school diploma as an adult student. Educators in DJJ educational facilities are encouraged to use assessment data on each student to decide whether he or she would be more appropriately served in a GED preparation program, the GED Exit Option Model, or the pursuit of a special or standard high school diploma.

A continuing issue for students in DJJ facilities is the accessibility to the GED test sites. Because most of these students are confined within secure facilities, transporting the students to the GED test site may be a security-related issue. One option is to coordinate with the local chief GED examiner to establish the DJJ facility as an addendum site to the official test center. A designated DOE staff member must inspect official test centers and addendum sites, and the state GED administrator must make recommendations to GEDTS, which will make final determination regarding the establishment of all GED testing centers. GEDTS reserves the right to restrict the number and location of GED testing centers and to deny the application of any institution.

The frequency of testing, the number of candidates per testing session, costs, and locations are all necessary matters to be worked out between the local chief examiner and the DJJ facility.

Students with Disabilities Obtaining Accommodations for Testing with the GED

According to GED policy, students with disabilities may be offered the opportunity to request accommodations for taking the GED Tests. In these cases, accommodations may be arranged at the request of the student and with the approval of the chief examiner and the GED administrator. The use of nonstandard editions or modifications of the standard administration procedures are permitted in accordance with guidelines developed by GEDTS staff. If a student's disability interferes with his or her ability to demonstrate knowledge and skills under standard test conditions, the student may be eligible for accommodations. All potential students must be made aware of the availability of these accommodations.

Approval for use of nonstandard editions and for modification of standard testing conditions must be obtained from the GED administrator. All requests for accommodations during GED test administration must be submitted on the appropriate forms. No accommodation shall be provided without the submission of the appropriate accommodation form and the approval of the GED administrator. Students who wish to complete the GED Tests under nonstandard conditions or use nonstandard editions of the tests must provide the chief examiner with written verification by a certified professional of the student's inability to perform test-taking skills required by standard conditions and must include a specific justification for administering the GED Tests under such conditions.

Nonstandard editions include audiocassette, Braille, and large print. Accommodations include extended time, private room, frequent breaks, interpreter, scribe, and use of a calculator. Accommodations that are not allowed include the use of a computer, reader, or rulers. The chief examiner may permit the use of several adaptations and devices without prior approval from the GED administrator, including colored transparent overlays or clear transparent overlays and highlighter. (See appendix L for an excerpt from the GED examiner's manual addressing test administration procedures for students with disabilities.)

Appendix A

DPS Memorandum (01-096): High School Graduation Testing Requirements

FLORIDA DEPARTMENT OF EDUCATION

CHARLIE CRIST
COMMISSIONER

BETTY COXE
DEPUTY COMMISSIONER FOR
EDUCATIONAL PROGRAMS

May 23, 2001

CONTACT PERSON
NAME: Dr. Thomas Fisher
PHONE: (850) 488-8198
SUNCOM: 278-8198

MEMORANDUM

DPS: 01-096

TO: District School Superintendents

FROM: Betty Coxe

SUBJECT: High School Graduation Testing Requirements

The purpose of this memorandum is to provide technical assistance to districts as they determine whether students must take and pass the High School Competency Test (HSCT) or the Florida Comprehensive Assessment Test (FCAT) for graduation.

The Florida Legislature changed the testing program requirements in Section 229.57, F.S., to require students who enrolled in ninth grade during the 1999-00 academic year to meet the passing scores established for the grade ten FCAT. These students will graduate, under most circumstances, in the academic year 2002-03. However, since some students' pathways through high school do not fit the usual four-year pattern, it is important to consider which test must be taken by students whose circumstances are unusual.

The general principles to be followed in this situation are governed by an interpretation of statutory requirements and legal precedent as follows:

(1) When in ninth grade, students shall be informed about what graduation requirements they must satisfy for receipt of a regular high school diploma.

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(2) The Legislature intends for the FCAT to replace the HSCT after the 2002-03 school year.

(3) Adult high school students who are in an "adult high school credit program," as defined in s. 239.105(4), F.S., which leads to a regular high school diploma, must meet the same requirements as other high school students.

(4) Students who were enrolled in ninth grade in 1999-00 must meet the FCAT requirement.

(5) Except when Principle 4, above, applies, students shall be allowed to meet the testing requirements for high school graduation that were in effect when they were ninth graders as long as they have been continuously enrolled.

(6) The term "continuous enrollment" means:

(a) In the context of a student in the K-12 school program, enrolling in the fall of each successive "school year" as defined in s. 228.041(16), F.S.

(b) In the context of an adult high school credit program, enrolling in every successive enrollment period of the program for one or more course credits toward the requirements for high school graduation and completing and receiving a grade in at least one of the courses in which the student enrolled.

(7) Students whose unique circumstances lead to the conclusion that the HSCT would be the graduation test requirement have the option of meeting the graduation requirement with the FCAT. The converse is not acceptable.

It is not possible for this memorandum to include illustrations of every unusual circumstance that can confront a student. However, several specific illustrations are provided below for your information.

(1) A student who enrolled in ninth grade for the first time during 1999-00, and thereafter, must meet the FCAT requirement for graduation.

(2) A student who enrolled for the first time in ninth grade during 1998-99 but was retained in grade nine during 1999-00 will be required to meet the FCAT requirement since he/she was enrolled in grade nine in the 1999-00 school year.

(3) A student who was enrolled in ninth grade for the first time prior to 1999-00 and was not still enrolled in the ninth grade in the Fall, 1999, must be permitted to meet the HSCT requirement as long as the student was continuously enrolled. These conditions also apply to students who were enrolled in another state.

(4) A student who transfers into a Florida public high school must meet the testing requirement defined by statute. If the student was enrolled in the ninth grade in a location other than Florida in the fall of 1999, the FCAT requirement must be met. If the student was enrolled in tenth or higher grades in the fall of 1999 and has been continuously enrolled since ninth grade he/she is permitted to meet the HSCT requirement for graduation.

(5) A student who enrolled in an adult high school credit program and completed six credit hours prior to fall, 1999, and who remains continuously enrolled until the required number of credits for high school graduation have been earned shall be permitted to meet the HSCT requirement for graduation.

(6) A student may be working toward the HSCT requirement and then drop out of school. When that student is re-enrolled, he/she shall be required to pass the FCAT for graduation.

The above list is not all inclusive. The grade level in which the student is enrolled is determined by local district pupil progression policies under which he/she may not make year-to-year progression sufficient to stay with his/her class. For this student, the determination of graduation testing requirement is really a function of whether the student had the opportunity to learn the content required by the HSCT or the FCAT.

The recommended approach for analyzing and deciding such unusual situations is as follows. The Legislature has established that the primary factor is whether the student was enrolled in grade nine in the fall, 1999. A student who was so enrolled must pass the grade ten FCAT as a requirement for graduation. To make an exception, the school district must determine that a substantial risk exists that the student lacked the opportunity, through school district instruction, to learn the material that is covered in the grade ten FCAT, in which case the HSCT may be the appropriate graduation test.

If you have comments or questions, they may be directed to Dr. Thomas Fisher. His address is Florida Department of Education, 325 W. Gaines Street, Room 414, Tallahassee, FL 32399-0400. (This document is available on the DOE home page at http://www.firn.edu/doe/dps/memos/).

BC:tft

cc: District Assistant Superintendents for Instruction
District Assessment Coordinators

Appendix B

District Application for the GED Exit Option Model

Application to Implement the GED Exit Option Model in 2002-2003

Directions for Completing Application to Implement the GED Exit Option in 2002-2003

1. Please complete part A (District Application for Implementing the GED Exit Option), and part B (Site Application Form) and submit to

   Michael Lisle, Program Director
   Florida Department of Education
   Dropout Prevention Program
   325 W. Gaines Street
   501 Turlington Building
   Tallahassee, FL 32399-0400

To simplify the process for completing the application, directions with key or specific elements can be found on the left-hand pages facing the guidelines. These directions were developed to clarify and provide assistance for submitting the appropriate information required on the application to ensure approval.

Part A and part B may be completed in hard copy and returned to the address above or submitted electronically on disk or via e-mail to lislem@mail.doe.state.fl.us.

2. Each implementing site must complete part C (Site Self-Evaluation Checklist) and maintain copies at the district office.

3. Each implementing site must complete part D (Student Self-Evaluation Checklist) for each participating student and maintain copies at each site.

If you have questions regarding the application process, please call Michael Lisle at (850) 487-3510 or SC 277-3510. Applications must be submitted and approved prior to implementation for the 2002-2003 school year.

FLORIDA DEPARTMENT OF EDUCATION
DISTRICT APPLICATION FOR THE GED EXIT OPTION MODEL
2002-2003 SCHOOL YEAR
PART A

School District Name and Address:

_____
_____
_____
_____

Submission Date: _____

District GED Exit Option Model Contact:

_____

Name: _____
Title: _____
Address: _____
_____
_____
_____

Telephone Number: _____
Fax Number: _____
E-Mail Address: _____

Signature: _____
(District Dropout Prevention Coordinator)

Signature: _____
(District Adult Education Coordinator)

Signature: _____
(School District Superintendent)

Florida Department of Education
GED Exit Option Model
2002-2003

Sites Implementing the GED Exit Option Model

(Copy this page as needed.)

Site/Program Name	Contact Name and Address	Approximate Number of Students in GED Exit Option Model

Note: For each school listed on this page, a Site Application Form (part B) must be submitted to the Florida Department of Education.

Technical Assistance Notes for Guideline 1

▲ Student Eligibility Criteria

Students utilizing the GED Exit Option Model must meet all of the following eligibility criteria:

- The student is at least 16 years old and is currently enrolled in a PK-12 program.
- The student is enrolled in courses that meet high school graduation requirements.
- The student is overage for grade, behind in credits, has a low grade point average, and is in jeopardy of not graduating with his or her cohort group.
- The cohort group with which the student entered kindergarten is graduating or has graduated.
- The student's reading level is seventh grade or higher, as documented by the Test of Adult Basic Education (TABE) reading component or other test to determine grade level proficiency.
- The student has acceptable scores on official GED Practice Tests, administered under student testing conditions.

▲ Admission Procedures

- After initial eligibility, a comprehensive review of student records, including grades, credits, and educational plans, must be completed by the child study team to determine if the GED Exit Option Model is the most appropriate educational strategy.
- Parents must be informed of and consent to the student's participation in this option.
- Student's record must include notification and eligibility, parents' right to administrative review of proposed placement, and parent consent for student participation prior to placement.
- Parents must be provided clarification that the student transcript will indicate an alternative graduation route.

▲ Records Review

- After initial eligibility, a comprehensive review of student records must be completed to determine if this model is the most appropriate strategy for the student.
- Student must demonstrate at least a seventh grade reading level to be offered this option.
- All GED Exit Option Model students must be enrolled in courses that meet high school graduation requirements. If the student is enrolled in a Level 1 course, a written assessment of the need must be included in the student's individual educational plan (IEP) or in a student performance plan in order for that student to earn credit, pursuant to section 232.246(7), Florida Statutes.

Guideline 1: Selection procedures must ensure that students who enroll in the GED Exit Option Model are those who will not graduate with their class because of credit deficiency or low GPA and are otherwise capable of completing graduate requirements.

The appropriate selection of students is crucial to ensure students' success and the success of the GED Exit Option Model. This model is not a vehicle for early exit of students and may only be exercised for students whose class or cohort group with whom they entered kindergarten is graduating or has graduated. This is a voluntary program for students that requires prior parental notification and consent.

Describe procedures for selecting students to participate in the GED Exit Option Model. Indicate how these procedures will ensure that the following elements are addressed.

- age of the student
- degree of credit deficiency or low GPA
- evidence of academic ability
- procedures for involving teachers, administrators, and counselors in the decision.
- procedures for explaining the GED Exit Option Model and expectations for student performance to the student and parent or guardian
- procedures for obtaining written agreement from the student and parent or guardian to voluntary program participation

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Technical Assistance Notes for Guideline 2

Parents and students must receive appropriate counseling regarding the GED Exit Option Model and other graduation options prior to participation so that they can make an informed decision regarding placement.

Describe the counseling and advisement services that are provided to students and parents. Please address all of the following issues:

- Students utilizing the GED Exit Option Model must be enrolled in courses that meet high school graduation requirements.
- Students must have equal access to counseling and support services provided through the school district's PK-12 program, including certified counselors.
- Students must receive academic, personal, and career counseling, including information relative to military recruiters and college and university admissions.
- Student participation in the GED Exit Option Model is voluntary, and parents or guardians must be informed of and agree with the student's participation in this model. The student's records must include written notification of student's eligibility, parents' right to an administrative review of the proposed placement, and parental consent for student's participation.
- The parent must also receive a written description of the district GED Exit Option Model design and the GED Tests content areas and score requirements described in Rule 6A-6.021,FAC (see appendix G). The GED Tests consist of five sub-tests: Social Studies, Science, Interpreting Literature and the Arts, Mathematics, and Writing Skills.
- The parent or guardian and the student must be informed of the results of the records review and advised that the student's transcript will indicate an alternative graduation route. The transcript will identify only the actual credits earned. Students who are enrolled in the GED Exit Option Model are exempt from the minimum graduation requirements prescribed for the standard high school diploma, including the 2.0 GPA requirement.
- If the parents and student fully understand all the graduation options available and opt for graduation via the GED Exit Option Model, the student may be placed in the program.
- In addition to the above requirements, students served in special programs must comply with statutes and rules governing their specific program areas. For example, a student served in exceptional student education (ESE) must have an individual educational plan (IEP) review. If the GED Exit Option Model were deemed an appropriate graduation avenue, then a notation that the student is seeking a high school diploma through an alternative graduation route, the GED Exit Option Model, would be indicated on the IEP.
- To ensure that students meet with success, continued counseling and student support services must be provided while they are enrolled in the GED Exit Option Model.
- Parents and students must be informed of all other graduation options including:
  - → course modification
  - → competency-based curriculum
  - → credits earned in summer school or adult high school
  - → Florida Virtual High School

Guideline 2: Counseling is required prior to enrollment and must be available throughout participation in the GED Exit Option Model.

Competent counseling is required before program entry and during participation in the program. Parents and students must receive appropriate counseling regarding the GED Exit Option Model and other graduation options prior to participation so that they can make an informed decision regarding placement.

Describe the counseling and advisement services that students receive. Include all of the following issues:

- access to certified counselors
- pre-entry counseling
- follow-up counseling
- counseling records
- other high school graduation options

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Technical Assistance Notes for Guideline 3

The content of the GED Exit Option Model must be academic and may include workforce development instruction or activities. This exit option must offer a full range of instruction that aligns with the Sunshine State Standards and the core content measured by GED Tests (high school mathematics, writing, social studies, reading, and science). Workforce development instruction and activities should be directed at the knowledge, skills, and abilities required for securing and maintaining employment.

Describe the curricula and materials that students will receive. Please address all of the following issues:

- Students must be enrolled in courses that meet high school graduation requirements.
- Evidence of enrollment may include a copy of student's class or course schedules in accordance with the district pupil progression plan.
- Students must receive grades and report cards.
- Teacher records must reflect student performance standards for each course being taught.
- Curriculum must be designed to specifically meet student needs based on diagnostic testing.
- Curriculum must integrate GED Course Curriculum Frameworks and student performance standards.
- Remediation must be provided if the student fails any section of the GED Tests or the HSCT or FCAT. Students may be allowed to work at their own pace on individualized programs that include strategies to prepare for passing the GED Tests.
- Students must earn acceptable scores on the official GED Practice Tests administered under standard testing conditions before being allowed to take the GED Tests.

Guideline 3: Curricula and instructional content must be at the high school level.

Students participating in the GED Exit Option Model must be enrolled in courses that meet high school graduation requirements. The content must be academic and may include workforce development instruction or activities. This exit option must offer a full range of instruction that aligns with the Sunshine State Standards and the core content measured by the GED Tests.

Describe the instructional content of the GED Exit Option Model. Address the following issues:

- range of instruction and alignment with local high school core content
- range of types of instructional materials
- curriculum must integrate GED Course Curriculum Frameworks and student performance standards
- integration of workforce development instruction (optional)

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Technical Assistance Notes for Guideline 4

Instruction for the GED Exit Option Model must be of sufficient intensity and duration to ensure that participating students have a fair opportunity to raise their skills to the level necessary to earn a high school diploma in a reasonable period of time. Appropriate curriculum materials must be provided in adequate quantities and must be available when students need them. Instructional strategies that focus on individual student progress are strongly recommended.

Describe the instructional delivery and instructional resources that students will receive. Please address all of the following issues:

- Students utilizing the GED Exit Option Model should receive their educational programs in a variety of program categories.
- Diverse instructional strategies should be employed, including but not limited to small group, individualized instruction, computer-assisted instruction, competency-based instruction, or summer school
- *The Florida Course Code Directory and Instructional Personnel Assignments* provides teacher certification requirements, which include bachelor's degree or higher in the appropriate content area.
- Students must have access to 25 hours of instruction per week (full-time for grades 9-12). Flexible scheduling allows for students to attend vocational training, on-the-job training, or be employed.
- Students may be offered individualized instruction that allows them to proceed at their own pace. Many programs utilize computer-assisted instruction.
- Appropriate curriculum materials must be available to teach in alignment with the Sunshine State Standards for each course in which the student is enrolled.
- Class size and classroom space must be reasonable, pursuant to the State Board of Education Rules.
- Local school districts determine specific staffing formulas. The Department of Education recommends no more than 15:1.
- All students and staff must comply with appropriate State Board of Education Rules (appendices F and G) and GED Preparatory Curriculum Frameworks (appendix H).
- Teachers of this model benefit greatly from the staff development provided by the Adult Education Program and GED Testing Service to ensure that they are familiar with testing requirements, the content of GED Tests, and appropriate instructional activities that support student success on the GED Tests. The district adult education program director has access to the schedule of available training. The Florida Department of Education also serves as a source for information about training opportunities. An informative website on the GED Tests and links to ACE and Florida's GED site can be accessed at www.gedtest.org.

Guideline 4: To ensure effective instructional delivery, sufficient instructional resources and qualified staff must be allocated to the GED Exit Option Model.

Instruction for this exit option must be of sufficient intensity and duration to ensure that participating students have a fair opportunity to raise their skills to the level necessary to earn a high school diploma in a reasonable period of time. Appropriate curriculum materials must be provided in adequate quantities and must be available when students need them. Instructional strategies that focus on individual student progress should be employed.

Describe how resources, including qualified staff, will be allocated to meet the following implementation requirements for the GED Exit Option Model:

- instructor qualifications
- expectations for the number of hours that students will participate in an educational program
- expectations pertaining to instructional delivery strategies (e.g., individual direct instruction, group instruction, use of computer-assisted instruction)
- expectations pertaining to the student/teacher ratio
- expectations pertaining to instructional materials (e.g., print materials, electronic materials)
- stipulations related to professional staff development

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Technical Assistance Notes for Guideline 5

Students utilizing the GED Exit Option Model who pass the GED Tests and both parts of the HSCT or the FCAT must be awarded a standard high school diploma in addition to the State of Florida diploma.

Describe the procedures for awarding diplomas. Please address all of the following issues:

- Students who pass the GED Tests and both parts of the HSCT or the FCAT must be awarded a standard high school diploma in addition to the State of Florida high school diploma.
- If a student passes the GED Tests but does not pass the HSCT or the FCAT, the school district may choose to award only the State of Florida high school diploma.
- It is recommended that students who are trying to graduate with their class take the GED Tests in March in order to meet the timelines to participate in graduation activities with their class.
- Students whose class has already graduated may take the GED Tests when ready, after they pass the HSCT or FCAT
- Rule 6A-1.0995, FAC, provides allowable formats for Florida diplomas (see appendix I).

Technical Assistance Notes for Guideline 6

Students utilizing the GED Exit Option Model are enrolled in courses that meet high school graduation requirements and are eligible to participate in all high school activities, including extracurricular activities and graduation ceremonies.

Describe the opportunities that students in the GED Exit Option Model will receive for official recognition, including participation in all standard high school activities, extracurricular activities, and graduation ceremonies.

Guideline 5: Successful students must be awarded a diploma.

Students who utilize the GED Exit Option Model and pass the GED Test and both parts of the HSCT or the FCAT must be awarded a standard high school diploma in addition to the State of Florida diploma. If the student passes the GED Tests but does not pass the HSCT or FCAT, the school district may choose to award only the State of Florida diploma.

Describe how the school districts will address these elements.

- awarding a standard high school diploma
- awarding a State of Florida diploma

Guideline 6: GED Exit Option Model graduates must receive official recognition.

Students utilizing the GED Exit Option Model are enrolled in courses that meet high school graduation requirements and are eligible to participate in all high school activities, including extracurricular activities and graduation ceremonies.

Describe how the school district will provide recognition for student accomplishments.

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Technical Assistance Notes for Guideline 7

The collaboration at the Florida Department of Education serves as a model for local school districts. The GED Exit Option Model must be integrated into the structure of the relevant offices at the local level to ensure appropriate planning for development, implementation, and evaluation of this strategy. This includes coordination among different programs to ensure appropriate selection of students, adequate instructional support, monitoring of testing procedures, staff development, and application procedures.

Describe the coordination among different programs such as dropout prevention programs, teenage parent programs, exceptional student education, English for speakers of other languages, Department of Juvenile Justice facilities, supplementary academic instruction, adult education, and vocational education.

Guideline 7: Planning and oversight of the implementation of the GED Exit Option Model will be the responsibility of the Florida Department of Education and will necessitate collaboration of different organizational units of the department.

To ensure effective executive management planning and oversight, the GED Exit Option Model must be integrated into the structure of the local school district. The local school district must provide appropriate planning for development, implementation, and evaluation of this exit strategy. This includes coordination among different program areas to ensure appropriate selection of students, adequate instructional support, monitoring of testing procedures, staff development, and application procedures.

Describe how the school district will ensure appropriate planning and coordination across program areas, including both instructional and testing components.

Guideline 8: Each year, the state education agency will submit documentation to GEDTS describing procedures for contributing a portion of the support needed to administer the GED Exit Option Model.

Florida Department of Education staff from the Division of Public Schools and Community Education and the Division of Workforce Development will coordinate the state application process and facilitate the transfer of funds to GEDTS. This guideline only relates to the state level administration. There will be no additional costs to the school districts for implementing the GED Exit Option Model.

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Technical Assistance Notes for Guideline 9

Describe the procedures for managing data collection. Address the following:

- procedures to ensure that all required forms are completed and submitted, including:
  - → District Application, part A, submitted to DOE
  - → Site Application Forms, part B, (must have one for each site implementing the GED Exit Option Model), submitted to DOE
  - → Site Self-Evaluation Checklist, part C, maintained at the district office
  - → Student Self-Evaluation Checklist, part D, maintained at each site.
- procedures for collecting and reporting student outcome data to the district office to be transmitted to DOE in Survey 5 (GED Exit Option Test Results and appropriate withdrawal codes)

Guideline 9: The Florida Department of Education will collect data and information annually about the GED Exit Option Model from local school systems and will submit the data to GEDTS.

The Florida Department of Education must ensure that a standardized data collection form developed by GEDTS is distributed to the school systems that implement the GED Exit Option Model, that the completed forms are collected, and that the forms are submitted to GEDTS on an annual basis. The Department facilitates this process using the School District GED Exit Option Application and the Department's Automated Student Information System.

Describe the procedures for managing data collection. Address the following:

- procedures for collecting completed forms (appendix B, part B)
- procedures for collecting the student outcome data and transmitting required information to the Florida Department of Education (GED Exit Option Test Results and appropriate withdrawal codes)

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Technical Assistance Notes for Guideline 10

Test administration and any special accommodations are coordinated with the adult education program.

Describe how the district will ensure the following conditions are met:

- The district will adhere to the prescribed procedures for using the GED Exit Option Testing Authorization Form for all students taking the GED Tests
- All GED candidates requesting to take the tests must provide valid Florida identification when they appear at the test center. Acceptable forms are
  - → Florida drivers license
  - → government ID, provided that the identification includes date of birth, photograph, address, and signature
  - → passports
  - → birth certificates
- All potential GED candidates must be made aware of the availability of accommodations to the standard administration procedures of the GED Tests. Accommodations include:
  - → extended time
  - → private room
  - → frequent breaks
  - → interpreter (sign language only)
  - → scribe
  - → calculator
- The district will adhere to the prescribed procedures for obtaining approval for students with learning disabilities, physical disabilities, mental disabilities, or attention-deficit/ hyperactivity disorder (ADHD) to either use the of nonstandard GED Tests or modifications of the standard administration procedures. Nonstandard GED Tests include:
  - → audiocassette
  - → Braille
  - → large print
- The district will adhere to the prescribed procedures for limited English proficient students to use the Spanish version of the GED Tests.

Guideline 10: GED test administration for the GED Exit Option Model must conform to all regulations protecting the integrity of the tests.

Test administration and any special accommodations are coordinated with the Adult Education Service, GED Testing Work Unit, to ensure proper protocol and testing procedures. All GED testing must conform to the policies in the GED examiner's manual. Local school districts must work directly with their adult education program to ensure that testing dates and times are conducive to the GED Exit Option Model students.

Describe how the district will ensure the following conditions are met:

- The district will adhere to the prescribed procedures for using the GED Exit Option Authorization Form for all students taking the GED Tests.
- All GED candidates requesting to take the tests must provide valid Florida identification when they appear at the test center.
- All potential GED candidates must be made aware of the availability of accommodations to the standard administration procedures of the GED Tests.
- The district will adhere to the prescribed procedures for obtaining approval for students with learning disabilities, physical disabilities, mental disabilities, or attention deficit/hyperactivity disorder (ADHD) to either test with the use of nonstandard GED Tests or modifications of the standard administration procedures.
- The district will adhere to the prescribed procedures for limited English proficient students to test with the use of GED Tests in Spanish.

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SITE APPLICATION FORM
FOR GED EXIT OPTION MODEL
PART B

(Copy this form as needed.)

School ID Number: _____

Name of School: _____

Location: _____

Date: _____

Contact Person: _____

School Year: _____

This application is submitted as part of our agreement with the Florida Department of Education for approval to implement the GED Exit Option Model and must be included with the District Application for the GED Exit Option Model (part A). The application provides the description of the GED Exit Option Model as it will be implemented during this school year.

The information in this application is accurate to the best of my knowledge.

_____ _____

(Signature of School Administrator) (Date)

Print Name: _____

Telephone Number: _____

School districts description and assessment of the GED Exit Option Model as it will be implemented during the school year.

The series of checklists that follow will be used to report information about different aspects of the GED Exit Option Model implemented at each school site. Please provide the requested information by checking appropriate descriptors. You may provide additional information where necessary.

The information will be used to

- prepare the national *Annual Statistical Report* that is published by the General Educational Development Testing Service in Washington, D.C.
- understand how the program is being implemented in your school
- develop descriptions of state-wide program implementation

Each of the checklists can be completed quickly and easily by making one or more check marks (✓). If a particular checklist item does not describe your school's program, leave it blank. There are no right or wrong answers—only descriptions of your school's GED Exit Option Model.

Instructional content—Describe the kinds of instruction that are provided in the GED Exit Option Model in your school by making check marks and providing information in the appropriate items. To complete the following form:

1. first, check each instructional content area listed under the first column ("Content") that applies
2. then, for each content area that you checked, check off and list the other information in the other columns that describes your school

Instructional Content								
Content		**Type of Material**			**Number of Hours Per Week**	**Type of Instruction (%)**		
	(✓)	**Instructor-Prepared Material** (✓)	**Standardized GED Instructional Text/ CAI* Material** (✓)	**Other Published/ CAI Material** (✓)		**One-on-One**	**Group**	**CAI**
Reading								
Math								
Social Studies								
Science								
Writing								
Workforce Development								
State Competency Test Preparation								
Life Skills Training								
Elective (e.g., band)								

* CAI—computer-assisted instruction

(A) Instructional Delivery—Describe how instruction is delivered and the resources that are available to deliver the instruction. Check all the following items that describe your school's program.

Number and status of instructors assigned to the program:

- ❑ 1
- ❑ 2
- ❑ 3
- ❑ 4
- ❑ 5+

- ❑ all full time
- ❑ all part time
- ❑ some full time, some part time

Number and status of instructional aides assigned to the program:

- ❑ 1
- ❑ 2
- ❑ 3
- ❑ 4
- ❑ 5+

- ❑ all full time
- ❑ all part time
- ❑ some full time, some part time

Instructor to student ratio:

- ❑ 1:10 or less
- ❑ 1:11-15
- ❑ 1:16-20
- ❑ 1:21+

Instructor/Instructor aide to student ratio:

- ❑ 1:5 or less
- ❑ 1:10 or less
- ❑ 1:11-15
- ❑ 1:16-20
- ❑ 1:21+

Hours of instruction and/or experiential learning required per week to meet state standards:

- ❑ 0 hours
- ❑ 1-5 hours
- ❑ 6-10 hours
- ❑ 11-15 hours
- ❑ 16-20 hours
- ❑ 21+ hours

Hours of core academic instruction required:

- ❑ 0 hours
- ❑ 1-5 hours
- ❑ 6-10 hours
- ❑ 11-15 hours
- ❑ 16-20 hours
- ❑ 21+ hours

Hours of non-academic or supervised indirect learning experience required:

- ❑ 0 hours
- ❑ 1-5 hours
- ❑ 6-10 hours
- ❑ 11-15 hours
- ❑ 16-20 hours
- ❑ 21+ hours

Instructional delivery methods/strategies (Check all that apply):

- ❑ students have individualized study plan
- ❑ large-group instruction
- ❑ small-group instruction
- ❑ individualized instruction
- ❑ technology-assisted instruction

Instructional resources available (Check all that apply):

- ❑ sufficient number of textbooks
- ❑ sufficient number of computers
- ❑ adequate supplies
- ❑ adequate separation of group and individual study space
- ❑ adequate classroom space(s) for the number of students
- ❑ access to regular or comparable high school facilities/services available to traditional high school students

(B) Student selection criteria—Students who participate in the GED Exit Option Model have these characteristics (check all that apply):

- ❑ student is currently enrolled in school
- ❑ student is 16 years old
- ❑ student is 17 years old
- ❑ student is 18 years old or older
- ❑ student is at least one year deficient in credits and unable to graduate with cohort group
- ❑ student is at least two years deficient in credits and unable to graduate with cohort group
- ❑ student is identified as highly likely to drop out of school
- ❑ student achieves a specified minimum score on the GED practice test or some other standardized screening test
- ❑ past academic performance indicates ability to achieve program requirements
- ❑ school record indicates no current seriously disruptive behavioral or emotional problems
- ❑ standardized test scores indicate ability to achieve
- ❑ student does not require remediation in order to use 10th grade level instructional materials
- ❑ student is in a program for adjudicated youth.

Student selection process—Describe the process by which students are identified and selected to participate in the GED Exit Option Model. Check all the following items that describe your school's program.

Referral can be initiated by (check all that apply):

- ❑ teachers
- ❑ counselors
- ❑ administrators
- ❑ others; please specify _____

Who participates in the decision about the appropriateness of the GED Exit Option Model? (check all that apply)

- ❑ student
- ❑ teachers
- ❑ parents/guardians
- ❑ principal/vice principal
- ❑ counselors
- ❑ administrators
- ❑ social worker
- ❑ others; please specify _____

Preliminary counseling about the program is given to:

- ❑ student
- ❑ parent/guardian

Educational program options available to the student are explained to:

- ❑ student
- ❑ parent/guardian

Participation in program agreed to in writing by: (check all that apply)

- ❑ student
- ❑ parent/guardian
- ❑ school official (program official; school representative)
- ❑ other _____

(C) Counseling services—Describe the counseling services that are available and provided to students in the GED Exit Option Model. Check all items that apply to your school's program.

- ❑ students have access to counseling services at the instructional site
- ❑ counselors meet state certification standards
- ❑ counseling provided upon entry
- ❑ counseling provided during participation
- ❑ academic counseling provided
- ❑ personal counseling provided
- ❑ career counseling provided
- ❑ transition counseling provided
- ❑ counseling provided to individuals at specific time intervals
- ❑ counseling provided only if student requests
- ❑ counselors document major points of counseling sessions
- ❑ counselors maintain formal counseling records

Counselor is assigned to program:

- ❑ part time
- ❑ full time

Ratio of counselors assigned to the GED Exit Option Model and all students served by counselors:

- ❑ 1:50 or less
- ❑ 1:51-100
- ❑ 1:101-200
- ❑ 1:2 01-300
- ❑ 1:301 and higher

(D) GED Test administration—Describe how GED testing is scheduled and coordinated for GED Exit Option Model students. Check the items that apply to your school's program.

- ❑ Testing schedule is coordinated between GED Exit Option Model staff and staff from nearby GED Testing Center(s).
- ❑ Testing dates are set when students have studied sufficiently to pass.
- ❑ Testing is scheduled near the end of the school year.
- ❑ Testing is scheduled whenever the student feels ready.
- ❑ GED testing is done at GED Testing Centers.
- ❑ GED testing is done by certified GED examiners at school facilities or other approved sites.
- ❑ GED testing is available only to GED Exit Option Model students, not other enrolled students.

(E) Awarding of diplomas—Describe what diploma or other certificate is awarded to GED Exit Option students who successfully complete the GED Exit Option Model. Check all that apply to your school's program.

- ❑ Students passing the GED Tests are awarded a standard high school diploma.
- ❑ Students passing the GED Tests are awarded a State of Florida diploma.

(F) Graduation ceremonies—Describe the kind of recognition that successful GED Option students receive from the school. Check the items that apply to your school.

- ❑ Program graduates participate in the regular high school graduation ceremony.
- ❑ A formal ceremony is held for all successful GED Exit Option Model graduates.

Site Self-Evaluation Checklist for GED Exit Option Model Part C

Please ask each implementing site to complete this checklist and maintain a copy at the district office.

Site:_____

Contact Name:_____

Guideline 1—Student Selection Procedures

- ❑ Student is 16 years of age or older.
- ❑ Current enrollment form (electronic or hard copy) is available for each student indicating that the student is enrolled in courses that meet high school graduation requirements in the GED Exit Option Model.
- ❑ Records that document the student is overage for grade are available for each student **and** the cohort group with which the student entered kindergarten has graduated, **or** the student is a current year senior behind in credits and/or has a low GPA and is in jeopardy of not graduating with his or her cohort group.
- ❑ The site has an appropriate test (reading test, TABE, or other tests described in Rule 6A-6.014, FAC) with modifications for ESE/LEP students to measure if the student's reading is at least at the seventh grade level .
- ❑ The site has documentation of a student records review to determine appropriate placement.
- ❑ Student is prevented from taking the GED Tests and graduating prior to the cohort group with which they entered kindergarten.
- ❑ The site has a current copy of the parental notification and consent letter.
- ❑ The site has a current written description of the GED Exit Option Model and GED Tests content.

Guideline 2—Counseling

- ❑ The site has documentation that the parent and student received appropriate counseling regarding the GED Exit Option Model and other graduation options prior to placement.
- ❑ Students have equal access to counseling and support services provided through the school district's PK-12 program, including certified counselors.
- ❑ Students receive academic, personal, and career counseling, including information relative to military recruiters, colleges, and universities.
- ❑ The site has documentation of the continuation of counseling services during each student's participation in the GED Exit Option Model.

Guideline 3—Curricula and Instructional Content

- ❑ The site has documentation that students are enrolled in classes for credit that lead to a high school diploma in accordance with the district's pupil progression plan.
- ❑ The site has evidence that the students receive grades and report cards.
- ❑ The curriculum is designed to specifically meet student needs based on diagnostic testing.
- ❑ Teacher records reflect student performance standards for each course being taught.
- ❑ The curriculum integrates GED Course Curriculum Frameworks and Student Performance Standards. (A copy may be obtained from the district's adult education director.)
- ❑ Site personnel make arrangements for students to take the HSCT or FCAT.
- ❑ The site has copies of the official GED practice tests.
- ❑ Students earn acceptable scores on the official GED practice tests, administered under standard testing conditions.
- ❑ Remediation is provided if any sections of the GED or the HSCT or FCAT are not passed.

Guideline 4—Instructional Resources and Qualified Staff

- ❑ Teachers are certified according to the guidelines provided in the *Florida Course Code Directory and Instructional Personnel Assignments*.
- ❑ Site has appropriate curriculum materials to teach in alignment with the Sunshine State Standards for each course in which students are enrolled.
- ❑ Class size and classroom space are reasonable, pursuant to the State Board of Education Rules.
- ❑ Site has copies of the GED Course Curriculum Frameworks and State Board of Education Rules.
- ❑ Teachers of this model are encouraged to participate in staff development provided through the Adult Education Program and GED Testing Service.
- ❑ Students have access to 25 hours of instruction per week (full-time, grades 9-12).
- ❑ Optional flexible scheduling allows for students to attend vocational training, on-the-job training, or be employed.

Guideline 5—Standard High School Diploma

- ❑ Students who pass the GED Tests and the HSCT or FCAT are awarded a high school diploma in addition to the State of Florida diploma.
- ❑ Students who pass the GED Tests but fail the HSCT or FCAT are awarded only a State of Florida diploma.

Guideline 6—Official Recognition

- ❑ Students are eligible to participate in all standard high school activities, including extracurricular activities and graduation ceremonies.

Guideline 9—Data Collection

- ❑ Student data are transmitted to the Florida Department of Education via the Automated Student Information System, Dropout Prevention Program Evaluation format, during Survey 5.
  - P—The student took the official GED Tests and passed.
  - F—The student took the official GED Tests and failed.
- ❑ The **W10** withdrawal code, *any PK-12 student participating in a GED Exit Option Model who passed the GED Tests and the FCAT or HSCT and was awarded a standard high school diploma*, was used.
- ❑ **The WGD** withdrawal code, *any student participating in the GED Exit Option Model who passed the GED Tests, but did not pass the FCAT or HSCT and was awarded a State of Florida diploma*, was used.
- ❑ The Site Application Form for the GED Exit Option Model (part B) is completed and submitted to the district as part of the application process.

Guideline 10—Integrity of the Tests

- ❑ Testing arrangements are coordinated with the Adult Education Program to ensure proper protocol, special accommodations, and testing procedures.

Student Self-Evaluation Checklist for GED Exit Option Model Part D

Please ask each implementing site to complete this checklist for each participating student and maintain copies at the site.

Student Name: _____

Site Name: _____

Guideline 1—Student Selection Procedures

- ❑ The student is currently enrolled in courses that meet high school graduation requirements.
- ❑ The student records (grades, credits, educational plans) were reviewed to determine appropriate placement.
- ❑ The student is overage for grade **and** the cohort group with which the student entered kindergarten has graduated, is graduating, **(or)**
- ❑ The student is a current year senior deficient in credits or with a low GPA and is in jeopardy of not graduating with his or her cohort group.
- ❑ The student's reading is at least at the seventh grade level.
- ❑ Parental notification was provided and consent was obtained prior to placement.
- ❑ Both the parent and student received appropriate counseling regarding the GED Tests, Exit Option Model, and other graduation options prior to placement.
- ❑ Both the parent and student received a written description of the GED Exit Option Model, GED Tests content areas, and score requirements.

Guideline 2—Counseling

- ❑ Both the parent and student were advised that the transcript would indicate an alternative graduation route and only list the actual number of credits earned.
- ❑ Student and parent received appropriate counseling regarding the GED Exit Option Model and other graduation options prior to placement.
- ❑ Student receives academic, personal, and career counseling, including information relative to military recruiters, colleges, and universities.
- ❑ Student receives counseling services during participation in the GED Exit Option Model.

Guideline 3—Curricula and Instructional Content

- ❑ The student is enrolled in classes for credit that lead to a high school diploma.
- ❑ The student receives grades and report cards.
- ❑ The curriculum is designed specifically to meet the student's needs based on diagnostic testing.
- ❑ The student is given the opportunity to take the HSCT or FCAT.
- ❑ The student is given the opportunity to take the official GED practice tests.
- ❑ The student receives remediation if any section(s) of the GED Tests or HSCT or FCAT are not passed.

Guideline 4—Instructional Resources and Qualified Staff

- ❑ The student has appropriate curriculum materials available.
- ❑ Class size and classroom space is reasonable.
- ❑ The student has access to 25 hours of instruction per week.
- ❑ Optional flexible scheduling allows for the student to attend vocational training, on-the-job training, or be employed.

Guideline 5—Standard High School Diploma

- ❑ The student receives a district diploma in addition to the State of Florida diploma if he or she passes both the GED Tests and HSCT or FCAT.
- ❑ The student receives only a State of Florida diploma if he or she passes the GED Tests but fails the HSCT or FCAT.

Guideline 6—Official Recognition

- ❑ Student participates in all standard high school activities, including extracurricular activities and graduation ceremonies.

Guideline 9—Data Collection

- ❑ The student receives the W10 withdrawal code on passing both the GED Tests and the HSCT or FCAT.
- ❑ The student receives the WGD withdrawal code on passing the GED Tests but not passing the HSCT or FCAT.
- ❑ Student data is transmitted on the end-of-year record during Survey 5.

Guideline 10—Integrity of the Tests

- ❑ The student is given the opportunity to take the GED Tests.
- ❑ Eligible students receive special accommodations.

Appendix C

District Amendment Form for the GED Exit Option Model

Florida Department of Education
District Amendment Form
for the GED Exit Option Model

Sites Added to Original Application
Implementing the GED Exit Option Model

(Copy this page as needed.)

Site/Program Name*	Contact Name and Address	Approximate Number of Students Served

* For each site added, a Site Application Form (appendix B, part B) will need to be submitted along with this amendment form.

School District Name and Address: _____

_____

_____

_____

_____ _____

Signature, Dropout Prevention Coordinator Date

_____ _____

Signature, Adult Education Coordinator Date

Appendix D

GED Exit Option Model
Authorization Form
(Draft)

GED Options for Selected Students Enrolled in Secondary Schools
GED Testing Authorization Form

Note to School Administrator: Please record the following information for each secondary student referred to the GED testing center.
Note to Student: This form must be presented to the Chief Examiner.
Note to Examiner: This form must accompany the student's GED answer sheet for scoring.

- Use a No. 2 pencil only.
- Do not use ink, ballpoint, or felt tip pens.
- Make solid marks that fill the circle completely.
- Erase cleanly any marks you wish to change.
- Make no stray marks on this form.

To be completed by student:

NAME

- Use your LEGAL name as it appears on the identification document(s) you presented today. Use this name each time you take any of the GED Tests. If you do not use the same name, your score records will be incomplete.
- If your name is longer than the space provided, please enter as much as will fit.
- Grid in your middle initial in the "MI" box.
- If you have "Jr.," "Sr.," or Roman numerals after your name, please grid that in the "SUFFIX" box.

LAST NAME | FIRST NAME | MI | SUFFIX

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Today's Date

MONTH	DAY	YEAR
○ Jan		2 0
○ Feb		
○ Mar		
○ Apr		
○ May		
○ June		
○ July		
○ Aug		
○ Sept		
○ Oct		
○ Nov		
○ Dec		

Social Security Number

___ – __ – ____

Date of Birth

MONTH	DAY	YEAR
○ Jan		1 9
○ Feb		
○ Mar		
○ Apr		
○ May		
○ June		
○ July		
○ Aug		
○ Sept		
○ Oct		
○ Nov		
○ Dec		

To be completed by school administrator:

NCES School Code

School Name

Contact Person

Phone Number

area code ( ) –

Date Enrolled in GED Option Program

MONTH	DAY	YEAR
○ Jan		2 0
○ Feb		
○ Mar		
○ Apr		
○ May		
○ June		
○ July		
○ Aug		
○ Sept		
○ Oct		
○ Nov		
○ Dec		

DRAFT

Tests Administered for Placement

- ○ GED Language Arts, Writing Practice Test
- ○ GED Social Studies Practice Test
- ○ GED Science Practice Test
- ○ GED Language Arts, Reading Practice Test
- ○ GED Mathematics Practice Test
- ○ TABE
- ○ Woodcock-Johnson Achievement Test
- ○ CASAS
- ○ Other

Has the student received vocational training?

○ Yes ○ No

If yes, how many hours per week →

Have the student's ninth grade classmates graduated?

○ Yes ○ No

If no, when will the classmates graduate? →

MONTH	YEAR
○ Jan	2 0
○ Feb	
○ Mar	
○ Apr	
○ May	
○ June	
○ July	
○ Aug	
○ Sept	
○ Oct	
○ Nov	
○ Dec	

Signature of School Administrator

Phone Number

area code ( ) –

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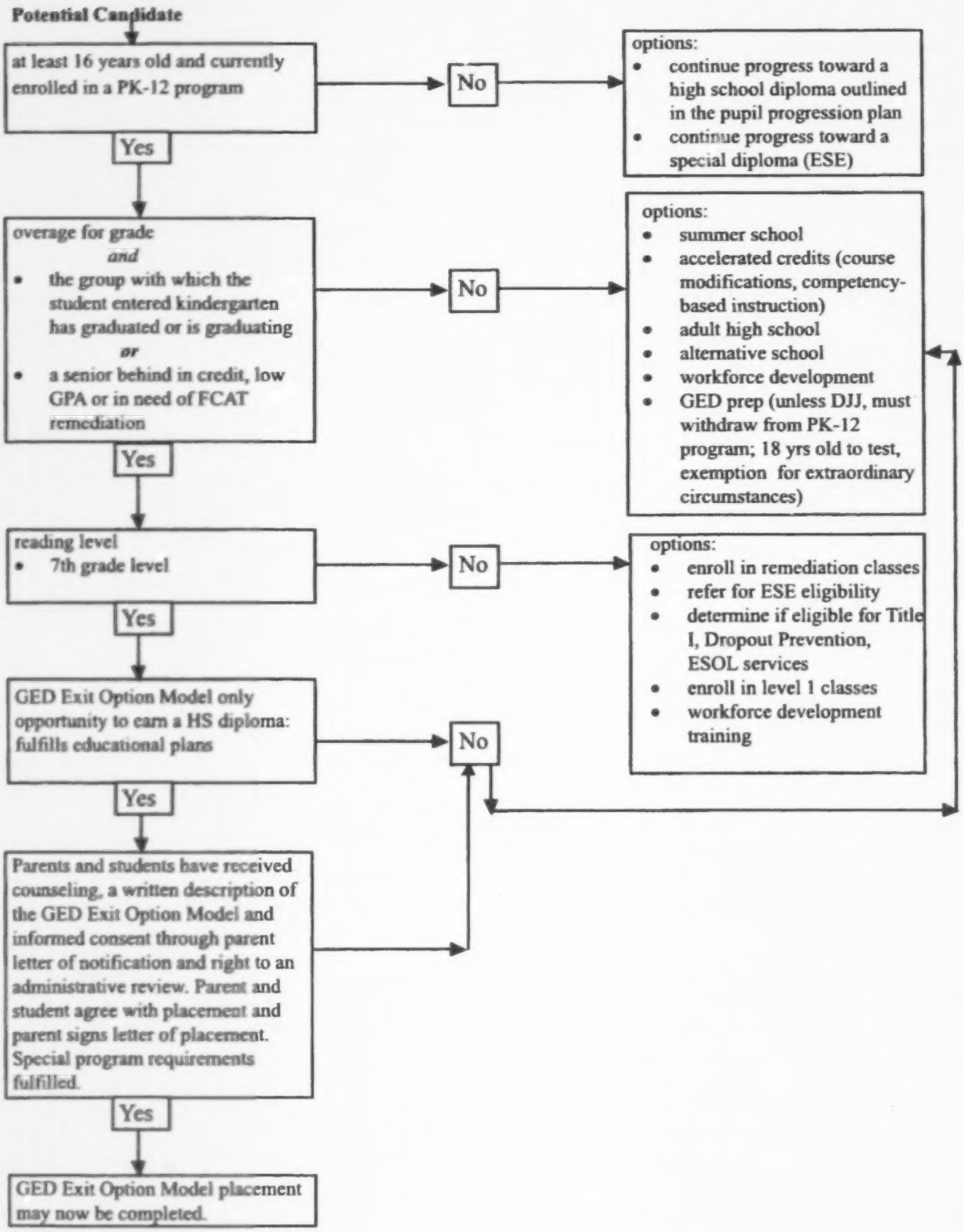
Appendix E

GED Exit Option Model
Placement Decision Process

GED Exit Option Model Placement Decision Process


Potential Candidate
at least 16 years old and currently enrolled in a PK-12 program
No
options:
• continue progress toward a high school diploma outlined in the pupil progression plan
• continue progress toward a special diploma (ESE)
Yes
overage for grade
and
• the group with which the student entered kindergarten has graduated or is graduating
or
• a senior behind in credit, low GPA or in need of FCAT remediation
No
options:
• summer school
• accelerated credits (course modifications, competency-based instruction)
• adult high school
• alternative school
• workforce development
• GED prep (unless DJJ, must withdraw from PK-12 program; 18 yrs old to test, exemption for extraordinary circumstances)
Yes
reading level
• 7th grade level
No
options:
• enroll in remediation classes
• refer for ESE eligibility
• determine if eligible for Title I, Dropout Prevention, ESOL services
• enroll in level 1 classes
• workforce development training
Yes
GED Exit Option Model only opportunity to earn a HS diploma: fulfills educational plans
No
Yes
Parents and students have received counseling, a written description of the GED Exit Option Model and informed consent through parent letter of notification and right to an administrative review. Parent and student agree with placement and parent signs letter of placement. Special program requirements fulfilled.
Yes
GED Exit Option Model placement may now be completed.

Appendix F

Rule 6A-6.014, FAC—General Requirements for Adult General Education Program

6A-6.014 General Requirements for Adult General Education Program. In the operation of adult general education programs, the following general requirements shall apply:

(1) Facilities. Instructional facilities should be consistent with the number and nature of adults served, as well as instructional methods and objectives. They should provide program accessibility for persons with disabilities as required by Section 504 of the Rehabilitation Act and the Americans with Disabilities Act.

(2) Enrollment. Enrollment shall be limited to individuals who have legally left elementary or the secondary school as specified in Section 232.01(1)(c), Florida Statutes; provided, however, that the school may temporarily assign individual students of compulsory school age to one (1) or more classes offered in the adult general education program where such students exhibit an educational need which can more effectively be served by the adult general education program when such courses are required for high school graduation.

(3) Teacher qualifications. Adult general education classes for which state funds are earned shall be taught by qualified teachers as defined in Rule 6A-1.0503, FAC., or as approved by a community college board of trustees as defined in Rule 6A-14.0247,FAC.

(4) Academic skills tests for adults.

(a) The following tests, English language versions only, are approved to be used for placement of a student enrolled in the adult general education program and shall be used according to standards established for test administration and interpretation set forth in Standards for Educational and Psychological Testing (APA, AERA, NCME, 1992) and with appropriate modifications for students with disabilities as specified in Rule 6A-1.0943, FAC.

1. Adult Measure of Essential Skills (AMES) 1997;

2. Tests of Adult Basic Education (TABE), Complete Battery or Survey Form, Forms 7 & 8, 1994;

3. Tests of Adult Basic Education - Work Related (TABE-WR) 1994; and

4. Wonderlic Basic Skills Test (WBST) 1994.

(b) If the testing instruments in paragraph (4)(a) of this rule do not meet the assessment needs of the adult student, one of the following alternative assessment instruments may be used for placement in an adult general education program:

1. Adult Language Assessment Scales (A-LAS, 1991;

2. Brigance Employability Skills, 1995;

3. Brigance Life Skills, 1994;

4. Comprehensive Test of Adaptive Behaviors (CTAB), 1986;

5. Comprehensive Adult Student Assessment System (CASAS), 1996 (reading and listening);

6. Comprehensive Adult Student Assessment System - STRETCH (CASAS), 1996;

7. Comprehensive Adult Student Assessment System - Test for Special Populations (CASAS), 1996;

8. Kaufman Functional Academic Skills Test (K-FAST), 1994; and,

9. Literacy Volunteers of America (LVA) English as a Second Language Oral Assessment (ESLOA), 1995.

(5) Student progress will be measured by progression through Literacy Completion Points (LCPs) using one or more of the following:

(a) grade level/scale score improvements measured by an approved test;

(b) improvement of literacy or workforce readiness skills;

(c) successful completion of curriculum frameworks and course performance standards; or

(d) attainment of GED or Adult High School Diploma.

Specific Authority 228.061(4)(a)3., 229.053(1), 239.301 FS. Law Implemented 228.061(4)(a)3., 239.115, 239.30 FS. History - Amended 2-20-64, 4-11-70, 11-17-73, 2-18-74, 6-17-74, Repromulgated 12-5-74, Amended 12-6-84, Formerly 6A-6.14, Amended 12-28-86, 10-17-89, 12-29-98.

Appendix G

Rule 6A-6.021, FAC—State of Florida High School Diplomas

6A-6.021 State of Florida High School Diplomas. The Commissioner shall award a State of Florida high school diploma to a candidate who meets all of the requirements prescribed herein and has attained a standard score of forty-two (42) or above on each of the five (5) General Educational Development tests, with an average of forty-five (45) effective July 1, 1998; forty-four (44) or above on each of the five (5) General Educational Development tests, with an average of forty-five (45) effective July 1, 1999; and forty-five (45) or above on each of the five (5) General Educational Development tests, with an average of forty-five (45) effective July 1, 2000.

(1) The Department, shall designate testing centers in the state which are authorized to act as agents of the state in administering the GED Tests. The Department shall provide tests and test materials to the designated centers, provide test scoring and reporting services, maintain a perpetual record of individual test results, and issue state high school diplomas to successful candidates.

(2) Each designated testing center shall establish a schedule for testing which adequately meets the needs of the public within its service area.

(3) Each district shall establish a fee of not less than the total national and state required fees nor more than fifty (50) dollars for each applicant taking the entire test battery consisting of the five (5) GED Tests. This fee shall be paid at the time the application is filed. A fee of not less than the total national and state required fees nor more than the ten (10) dollars shall be paid by each applicant for each retake of the Social Studies, Science, Interpreting Literature and the Arts, and Mathematics tests. A fee of not less than the total national and state required fees nor more than twelve (12) dollars shall be paid for each retake of the Writing Skills Test. However, the school board or agency administering the testing center may authorize the waiver, on a uniform or, on an individual basis, of all or any portion of the fees prescribed herein. It is recommended that districts identify and access funding sources such as the additional fees placed on vocational courses for the purpose of financial aid for use as a source of scholarships for students.

(4) In order to defray state costs for the testing program, each school board, college, or agency administering the GED tests shall remit to the Department the following fees:

(a) Entire battery of five (5) tests: seventeen (17) dollars

(b) Retake of the Social Studies, Science, Interpreting Literature and the Arts, and Mathematics tests: four (4) dollars

(c) Retake of the Writing Skills test: five (5) dollars

(d) Duplication of diploma: four (4) dollars

(e) Duplication of transcript: four (4) dollars

(f) Conversion of scores from applicants who have taken the GED in the military: seven (7) dollars

(g) Annual contract fee as directed by the American Council on Education.

(5) The following requirements shall govern eligibility of candidates to take the GED Tests.

(a) Be at least eighteen (18) years of age at the time of examination. However, under extraordinary circumstances, according to rules of the local school board, persons who are at least sixteen (16) years of age may be permitted to take the tests. Additionally, incarcerated youth above the age of sixteen (16) years of age at the time of examination may be permitted to take the test based on the written approval of the Department of Corrections Chief Exam-

(b) Submit an application to an approved testing center on Form DVE 090, Application for State of Florida High School Diploma, effective July, 1985, which provides essential personal and educational data. This form is hereby incorporated as a part of this rule and may be obtained from any approved GED testing center or from the GED Testing Office, Florida Department of Education, Turlington Building, Tallahassee, Florida, 32399.

(c) Reside in the State at the time application is made.

(d) Present a valid social security card, social security number or taxpayer identification number properly listing the name and associated number of the examinee. Additionally, the examinee must present a valid Florida Driver's License, or Florida Identification Card.

(6) Upon successful completion of the GED Tests as prescribed herein, a candidate shall be awarded a State of Florida high school diploma and shall be considered a high school graduate. A district may, in addition, also award a district diploma to the successful candidate.

(7) A candidate who fails to attain the required minimum scores on the initial GED testing may retake the tests at any subsequent testing session. After the second testing a candidate shall be eligible to retake the tests at any subsequent session if an overall minimum standard score of two hundred twenty (220) has been achieved and the candidate has made a standard score of forty five (45) or more on at least three (3) of the tests. A candidate who fails to achieve a standard score of forty five (45) or more on three (3) or more of the tests after the second testing shall not be eligible to retake the tests for a period of six (6) months.

(8) This rule shall become effective March 1, 1998.

Specific Authority 229.053(1), 229.814(1)(2)(3) FS. Law Implemented 229.814(1)(2)(3), 230.23(6)(a) FS. History - Amended 2-20-64, 4-11-70, 6-7-70, 6-17-74, Repromulgated 12-5-74, Amended 5-4-76, 6-7-77, 1-1-79, 9-1-79, 12-7-82, 7-10-85, Formerly 6A-6.21, Amended 12-21-87, 3-1-98.

Appendix H

GED Curriculum Frameworks and Correlation of GED to Sunshine State Standards

July 2002

Florida Department of Education
CURRICULUM FRAMEWORK

Program Title:	General Educational Development (GED) Prep
Program Type:	Adult Education
Program Number:	9900020

Course Title:	Course Number:
Language Arts, Writing	9900021
Social Studies	9900022
Science	9900023
Language Arts, Reading	9900024
Mathematics	9900025
Comprehensive	9900026

CIP Number:	1532.010201
Grade Level:	30, 31
Length:	900 Hours
Certification:	Any Academic

I. **PURPOSE:** The purpose of this program is to prepare students for academic and personal success through obtaining the necessary skills required to pass the Official GED Test and be awarded a State of Florida High School Diploma. This program strives to motivate students not only to obtain a GED but also to utilize the acquired skills in the workforce and to achieve career and vocational training and job placement success.

This program is composed of the following:

A. Areas of Academic Instruction

GED Prep	Language Arts, Writing	9900021	LCP A
GED Prep	Social Studies	9900022	LCP B
GED Prep	Science	9900023	LCP C
GED Prep	Language Arts, Reading	9900024	LCP D
GED Prep	Mathematics	9900025	LCP E
GED Prep	Comprehensive	9900026	LCP A-E

B. Related Areas of Instruction
Study, Reference and Test-Taking Skills
Workforce Readiness Skills
Basic Computer Literacy

II. **PROGRAM STRUCTURE:** The GED program is non-graded and characterized by open-entry/open-exit, self-paced instructional modules, flexible schedules, and performance-based evaluation. The program is divided into five literacy completion points (LCPs) which may be taken individually or as an entire program. Reading and technology are integral parts of each literacy completion point and are integrated into the curriculum. It is highly recommended that a student be functioning at or above a 9.0 grade level.

A variety of resources, including computers, tape recorders, cassette players, videos, CD-ROMS, interactive videos, GED TV and assignments, may be used in GED courses. Modifications to equipment and curricula or special accommodations may be required based on student need.

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The program framework is correlated to the achievement levels of the Sunshine State Standards using the following format: subject, strand, standard, and benchmark at level 4, i.e. 9-12 grade levels. An example of this format is LA.B.1.2. The Applied Technology Framework utilizes the same format: subject, strand, standard, and benchmark at level 5, i.e. grade levels 13-14, adult. The GED program also integrates the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Program procedures include the following:

A. Determine eligibility for enrollment:
   1. Declaration of intent or withdrawal form for students age 16 and 17.
   2. Legal withdrawal from the elementary or secondary school with the exceptions noted in Rule 6A-6.014, FAC.
   3. Student does not have a State of Florida recognized diploma.
B. Diagnosing learning difficulties as necessary.
C. Prescribing individualized instruction.
D. Correlating GED subject areas with the Sunshine State Standards and SCANS competencies.
E. Managing learning activities.
F. Evaluating student progress.

III. **SPECIAL NOTE**: When a student with a disability is enrolled in an adult education class with modifications to the curriculum framework, the particular accommodations must be specified in the student's Adult Individual Educational Plan (AIEP).

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. **Adult students with disabilities must self-identify and request such services.** Students with disabilities may need accommodations in **such areas as** instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems.

SCANS Competencies: Instructional strategies for this program must include methods that require students to identify, organize and use resources appropriately; to work with each other cooperatively and productively; to acquire and use information; to understand social, organizational and technological systems; and to work with a variety of tools and equipment. Instructional strategies must also incorporate the methods to improve students' personal qualities and high-order thinking skills.

The standard length of this program is 900 hours.

LCP-A	Language Arts, Writing	250 hours
LCP-B	Social Studies	75 hours
LCP-C	Science	75 hours

LCP-D	Language Arts, Reading	250 hours
LCP-E	Mathematics	250 hours
LCP-A-E	Comprehensive	900 hours

IV. **INTENDED OUTCOMES**: After successfully completing appropriate coursework for each literacy completion point (LCP) of this program, the student will be able to pass the Official GED Test in each area with a minimum score as prescribed in Rule 6A-6.020, FAC, and will be able to:

01.0 Demonstrate and apply advanced language skills through writing and communicating ideas effectively.
02.0 Demonstrate and apply advanced reading and visual processing skills using selections and graphics in United States and world history, geography, government, civics and economics.
03.0 Demonstrate and apply advanced reading and visual processing skills as outlined by the National Science Content Standards, using selections in biology, chemistry, earth science, space science, physics and environmental and health topics.
04.0 Demonstrate and apply advanced reading skills using selections in various literary genres using fiction, non-fiction, poetry, and drama literary forms as well as nonfiction prose and business documents.
05.0 Demonstrate advanced mathematics skills in calculation, analysis, problem solving and application problems.
06.0 Demonstrate basic study, test taking, and reference skills appropriate to the GED program.
07.0 Demonstrate acceptable job acquisition/job retention skills.
08.0 Demonstrate basic computer literacy skills.

Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Program Title: General Education Development
Program Number: 9900020
Course Title: General Education Development
Course Number: 9900020

Literacy Completion Point A **Language Arts, Writing Skills**

01.0 DEMONSTRATE AND APPLY ADVANCED LANGUAGE SKILLS THROUGH WRITING AND COMMUNICATING IDEAS EFFECTIVELY--The student will be able to:

- 01.01 Apply basic rules of mechanics including capitalization, punctuation, homonyms, and spelling. (LA.B.1.3)
- 01.02 Apply basic rules of grammar usage, including use of verbs, nouns, pronouns, and modifiers. (LA.B.1.3)
- 01.03 Apply basic rules of sentence structure, including phrases, clauses, and sentences. (LA.B.1.3)
- 01.04 Plan and compose well-organized writing samples on a given topic, utilizing the rules of Edited American English (EAE). (LA.B.1.1, LA.B.1.2, LA.B.2.3)
- 01.05 Analyze and critique three basic types of documents: business, instructional or "how-to," and informational. (LA.A.1.1, LA.A.1.2, LA.A.2.4, LA.A.2.6, LA.A.2.7)
- 01.06 Correct and revise documents for organization, sentence structure, usage, and mechanics. (LA.B.1.2, LA.B.1.3, LA.B.2.3)
- 01.07 Plan, compose and edit a well-organized expository essay of approximately two-three hundred (200-300) words on a given topic, utilizing the rules of Edited American English (EAE). (LA.B.1.1, LA.B.1.2, LA.B.1.3, LA.B.2.1)
- 01.08 Plan, compose and edit business documents (i.e. letter of intent, resumes, employment applications, job descriptions, interview questions and responses, insurance forms, and consumer concerns). (LA.B.2.1, LA.B.2.2, LA.B.2.3, AT.A.1.1)

Literacy Completion Point B **Social Studies Skills**

02.0 DEMONSTRATE AND APPLY READING SKILLS AND VISUAL PROCESSING SKILLS USING SELECTIONS AND GRAPHICS IN UNITED STATES AND WORLD HISTORY, GEOGRAPHY, CIVICS, GOVERNMENT AND ECONOMICS--The student will be able to:

- 02.01 Interpret and apply social studies information through the use of advanced reading comprehension and visual processing skills. (SS.A.1.1, SS.B.1.3, LA.A.1.1, LA.A.1.2)
- 02.02 Apply general social studies knowledge to a wide range of situations. (SS.C.2.3)
- 02.03 Analyze social studies data and use that analysis to explore relationships among ideas. (SS.A.1.3, LA.A.2.8)
- 02.04 Analyze and evaluate information for validity and make judgments based on that evaluation. (SS.C.1.3, LA.A.2.7, LA.A.2.8)
- 02.05 Understand, interpret, analyze, evaluate and critique visual stimuli or graphics such as political cartoons, advertisements,

diagrams, photographs, drawings, timelines, maps, graphs, charts and tables from a variety of sources. (SS.B.1.1, SS.C.2.3, LA.A.1.2, LA.B.1.3f)

02.06 Distinguish facts from opinions and recognize a writer's point of view in a historical account. (SS.A.1.3)

02.07 Determine the implications, effects, and the value of a historical document such as the Declaration of independence, the U.S. Constitution, Federalist Papers, and landmark Supreme Court cases. (SS.C.1.1, SS.C.2.3, SS.C.2.5)

02.08 Compare and contrast points of view and different interpretations of historical issues. (SS.A.1.3, LA.A.2.2, LA.A.2.8)

02.09 Understand, evaluate and use practical documents dealing with such topics as taxes, voter registrations, contracts, credit, political communications, business transactions and advertising. (SS.A.5.7, SS.C.1.4, LA.A.2.4)

02.10 Research and document the use of technology in the local community. (LA.B.2.4)

02.11 Assess local community data (i.e. demographics, natural resources, and geography) and its effects on the local industry. (AT.G.1.1)

02.12 Identify barriers to education and employment and propose solutions. (S.C.1.1)

02.13 Analyze the interrelationship of the employer and employee (i.e., legal and ethical rights and responsibilities in the workplace). (AT.F.1.1)

Literacy Completion Point C **Science Skills**

03.0 DEMONSTRATE AND APPLY ADVANCED READING AND VISUAL PROCESSING SKILLS AS OUTLINED BY THE NATIONAL SCIENCE EDUCATION CONTENT STANDARDS, USING SELECTIONS IN BIOLOGY, CHEMISTRY, EARTH SCIENCE, SPACE SCIENCE, PHYSICS AND ENVIRONMENTAL AND HEALTH TOPICS--The student will be able to:

03.01 Interpret and apply science information through the use of advanced reading comprehension and visual processing skills. (SC.H.1.1, LA.A.1.1)

03.02 Apply general scientific knowledge to a variety of situations. (SC.H.3.3)

03.03 Analyze scientific information and use that analysis to explore relationships among ideas. (SC.H.3.3, LA.A.2.7)

03.04 Analyze and evaluate scientific data and make judgments related to that information. (SC.H.1.6, LA.A.2.8)

03.05 Assess and analyze environmental, health and safety issues in the workplace and the community such as recycling, heredity, disease prevention, pollution and climate. (AT.H.1.1, SC.H.3.3)

03.06 Understand, interpret, analyze, evaluate and critique visual stimuli such as diagrams, photographs, drawings, maps, graphs, charts and tables from a variety of sources. (SC.H.1.7, SC.H.3.4, LA.A.1.2)

03.07 Apply basic scientific rules from the reading of materials and the interpretation of visual graphics and predict possible outcomes using the scientific method. (SC.B.1.5, SC.H.3.7)

Literacy Completion Point D **Literature Skills**

04.0 DEMONSTRATE AND APPLY ADVANCED READING SKILLS, USING SELECTIONS IN VARIOUS LITERARY GENRES INCLUDING FICTION, NONFICTION, POETRY, AND DRAMA LITERACY FORMS AS WELL AS NONFICTION PROSE AND BUSINESS DOCUMENTS--The student will be able to:

- 04.01 Identify the main idea and supporting details of a reading selection. (LA.A.2.1, LA.E.2.5)
- 04.02 Develop inferences and logical conclusions from reading passages. (LA.E.2.7, LA.E.2.8)
- 04.03 Apply reading comprehension skills using a wide range of literature, art, nonfiction prose and business documents. (LA.A.1.1, LA.E.1.1)
- 04.04 Critique and analyze a variety of reading passages and use the analysis to explore relationships among ideas. (LA.A.2.8, LA.E.2.1, LA.E.2.6)
- 04.05 Comprehend and analyze business documents such as readings from an employee handbook or contract/lease agreement. (LA.A.2.1)
- 04.06 Compare and contrast information form reading passages. (LA.A.2.1, LA.A.2.4)
- 04.07 Relate knowledge from several areas through synthesizing a piece of information from another source with the information from a provided reading. (LA.A.2.4, LA.A.2.8)

Literacy Completion Point E **Mathematics Skills**

05.0 DEMONSTRATE ADVANCED MATHEMATICS SKILLS IN CALCULATION, ANALYSIS, PROBLEM SOLVING AND APPLICATION PROBLEMS--The student will be able to:

- 05.01 Perform basic operations with whole numbers. (MA.A.1.1, MA.A.3.3)
- 05.02 Perform basic operations with common fractions. (MA.A1.4, MA.A.3.3)
- 05.03 Perform basic operations with decimals. (MA.A.1.4, MA.A.3.3)
- 05.04 Perform basic operations with percentages. (MA.A.1.4, MA.A.3.3)
- 05.05 Apply concepts and solve problems regarding the use of measurements, both standard and metric. (MA.B.1.2, MA.B.2.1, MA.B.2.2)
- 05.06 Apply basic principles of algebra including: ratio and proportion, signed numbers, basic equations, multi-step algebraic word problems, and the usage of algebraic formulas. (MA.D.1.2, MA.D.2.1)
- 05.07 Analyze tables and graphs to identify and generalize patterns and relationships. (MA.D.2.1, MA.D.2.2, MA.E.1.1, MA.E.1.3, MA.E.2.1, MA.E.2.2)
- 05.08 Apply principles of measurement and geometry including the usage of geometry formulas in length, area, perimeter, volume, angle measurement, capacity, weight, and mass. (MA.B.3.1, MA.C.1.1, MA.C.3.1, MA.C.3.2)
- 05.09 Apply basic trigonometry formulas such as the Pythagorean Theorem, slope of a line, y-intercept of a line, intersection of two lines. (MA.C.3.2)

05.10 Construct, interpret and draw inferences from graphs, charts, tables, scales, meters and gauges. (MA.B.2.2, MA.E.1.1, MA.E.1.3, MA.E.3.2)

05.11 Apply measures of central tendency (mean, median, and mode) and analyze the effect of changes in data on these measures. (MA.A.4.1, MA.C.1.1)

05.12 Make predictions that are based on experimental or theoretical probabilities including listing possible outcomes. (MA.E.1.2)

05.13 Interpret, compare and contrast different sets of data on the basis of measures of central tendency and dispersion (range and standard deviation). (MA.E.1.2)

05.14 Operate a scientific calculator to solve basic and advanced mathematical functions. (MA.A.3.3, MA.E.1.3, MA.E.2.2, MA.E.2.3)

05.15 Recognize the appropriate procedural setup required for solving a problem. (MA.A.1.4, MA.A.2.4)

05.16 Use alternative formats such as grids or plots. (MA.A.3.2)

05.17 Use estimation to solve problems and assess the reasonableness of the answer. (MA.A.4.1)

05.18 Apply mathematical principles to workplace/life situations. (MA.B.4.2, MA.A.4.1, MA.A.5.1, SS.D.1.2, AT.B.1.5, AT.C.1.1)

05.19 Develop a personal/business budget, financial plan, and cash flow projection. (MA.A.1.1)

05.20 Reconcile income and expense accounts (i.e., balancing checking accounts). (MA.A.2.2)

05.21 Complete simple tax forms. (MA.A.3.3)

05.22 Evaluate insurance costs and benefits. (MA.E.1.1)

05.23 Calculate retirement/investment benefits. (MA.E.1.1, MA.A.3.1, MA.A.5.1)

Literacy Completion Points A-E **Comprehensive**

Literacy Completion Point A **Writing Skills**

01.0 DEMONSTRATE AND APPLY ADVANCED LANGUAGE SKILLS THROUGH WRITING AND COMMUNICATING IDEAS EFFECTIVELY--The student will be able to:

01.01 Apply basic rules of mechanics including capitalization, punctuation, homonyms, and spelling. (LA.B.1.3)

01.02 Apply basic rules of grammar usage, including use of verbs, nouns, pronouns, and modifiers. (LA.B.1.3)

01.03 Apply basic rules of sentence structure, including phrases, clauses, and sentences. (LA.B.1.3)

01.09 Plan and compose well-organized writing samples on a given topic, utilizing the rules of Edited American English (EAE). (LA.B.1.1, LA.B.1.2, LA.B.2.3)

01.10 Analyze and critique three basic types of documents: business, instructional or "how-to," and informational. (LA.A.1.1, LA.A.1.2, LA.A.2.4, LA.A.2.6, LA.A.2.7)

01.11 Correct and revise documents for organization, sentence structure, usage, and mechanics. (LA.B.1.2, LA.B.1.3, LA.B.2.3)

01.12 Plan, compose and edit a well-organized expository essay of approximately two-three hundred (200-300) words on a given

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topic, utilizing the rules of Edited American English (EAE). (LA.B.1.1, LA.B.1.2, LA.B.1.3, LA.B.2.1)

01.13 Plan, compose and edit business documents (i.e. letter of intent, resumes, employment applications, job descriptions, interview questions and responses, insurance forms, and consumer concerns). (LA.B.2.1, LA.B.2.2, LA.B.2.3, AT.A.1.1)

Literacy Completion Point B **Social Studies Skills**

02.0 DEMONSTRATE AND APPLY READING SKILLS AND VISUAL PROCESSING SKILLS USING SELECTIONS AND GRAPHICS IN UNITED STATES AND WORLD HISTORY, GEOGRAPHY, CIVICS, GOVERNMENT AND ECONOMICS--The student will be able to:

02.01 Interpret and apply social studies information through the use of advanced reading comprehension and visual processing skills. (SS.A.1.1, SS.B.1.3, LA.A.1.1, LA.A.1.2)

02.02 Apply general social studies knowledge to a wide range of situations. (SS.C.2.3)

02.03 Analyze social studies data and use that analysis to explore relationships among ideas. (SS.A.1.3, LA.A.2.8)

02.04 Analyze and evaluate information for validity and make judgments based on that evaluation. (SS.C.1.3, LA.A.2.7, LA.A.2.8)

02.05 Understand, interpret, analyze, evaluate and critique visual stimuli or graphics such as political cartoons, advertisements, diagrams, photographs, drawings, timelines, maps, graphs, charts and tables from a variety of sources. (SSB.1.1, SS.C.2.3, LA.A.1.2, LA.B.1.3f)

02.14 Distinguish facts from opinions and recognize a writer's point of view in a historical account. (SS.A.1.3)

02.15 Determine the implications, effects, and the value of a historical document such as the Declaration of independence, the U.S. Constitution, Federalist Papers, and landmark Supreme Court cases. (SS.C.1.1, SS.C.2.3, SS.C.2.5)

02.16 Compare and contrast points of view and different interpretations of historical issues. (SS.A.1.3, LA.A.2.2, LA.A.2.8)

02.17 Understand, evaluate and use practical documents dealing with such topics as taxes, voter registrations, contracts, credit, political communications, business transactions and advertising. (SS.A.5.7, SS.C.1.4, LA.A.2.4)

02.18 Research and document the use of technology in the local community. (LA.B.2.4)

02.19 Assess local community data (i.e. demographics, natural resources, and geography) and its effects on the local industry. (AT.G.1.1)

02.20 Identify barriers to education and employment and propose solutions. (S.C.1.1)

02.21 Analyze the interrelationship of the employer and employee (i.e., legal and ethical rights and responsibilities in the workplace). (AT.F.1.1)

Literacy Completion Point C **Science Skills**

03.0 DEMONSTRATE AND APPLY ADVANCED READING AND VISUAL PROCESSING SKILLS AS OUTLINED BY THE NATIONAL SCIENCE EDUCATION CONTENT STANDARDS, USING SELECTIONS IN BIOLOGY, CHEMISTRY, EARTH SCIENCE, SPACE SCIENCE, PHYSICS AND ENVIRONMENTAL AND HEALTH TOPICS--The student will be able to:

- 03.01 Interpret and apply science information through the use of advanced reading comprehension and visual processing skills. (SC.H.1.1, LA.A.1.1)
- 03.02 Apply general scientific knowledge to a variety of situations. (SC.H.3.3)
- 03.03 Analyze scientific information and use that analysis to explore relationships among ideas. (SC.H.3.3, LA.A.2.7)
- 03.04 Analyze and evaluate scientific data and make judgments related to that information. (SC.H.1.6, LA.A.2.8)
- 03.08 Assess and analyze environmental, health and safety issues in the workplace and the community such as recycling, heredity, disease prevention, pollution and climate. (AT.H.1.1, SC.H.3.3)
- 03.09 Understand, interpret, analyze, evaluate and critique visual stimuli such as diagrams, photographs, drawings, maps, graphs, charts and tables from a variety of sources. (SC.H.1.7, SC.H.3.4, LA.A.1.2)
- 03.10 Apply basic scientific rules from the reading of materials and the interpretation of visual graphics and predict possible outcomes using the scientific method. (SC.B.1.5, SC.H.3.7)

Literacy Completion Point D Literature Skills

04.0 DEMONSTRATE AND APPLY ADVANCED READING SKILLS, USING SELECTIONS IN VARIOUS LITERARY GENRES INCLUDING FICTION, NONFICTION, POETRY, AND DRAMA LITERACY FORMS AS WELL AS NONFICTION PROSE AND BUSINESS DOCUMENTS--The student will be able to:

- 04.01 Identify the main idea and supporting details of a reading selection. (LA.A.2.1, LA.E.2.5)
- 04.02 Develop inferences and logical conclusions from reading passages. (LA.E.2.7, LA.E.2.8)
- 04.03 Apply reading comprehension skills using a wide range of literature, art, nonfiction prose and business documents. (LA.A.1.1, LA.E.1.1)
- 04.08 Critique and analyze a variety of reading passages and use the analysis to explore relationships among ideas. (LA.A.2.8, LA.E.2.1, LA.E.2.6)
- 04.09 Comprehend and analyze business documents such as readings from an employee handbook or contract/lease agreement. (LA.A.2.1)
- 04.10 Compare and contrast information form reading passages. (LA.A.2.1, LA.A.2.4)
- 04.11 Relate knowledge from several areas through synthesizing a piece of information from another source with the information from a provided reading. (LA.A.2.4, LA.A.2.8)

Literacy Completion Point E Mathematics Skills

05.0 DEMONSTRATE ADVANCED MATHEMATICS SKILLS IN CALCULATION, ANALYSIS, PROBLEM SOLVING AND APPLICATION PROBLEMS--The student will be able to:

05.01 Perform basic operations with whole numbers. (MA.A.1.1, MA.A.3.3)

05.02 Perform basic operations with common fractions. (MA.A1.4, MA.A.3.3)

05.03 Perform basic operations with decimals. (MA.A.1.4, MA.A.3.3)

05.04 Perform basic operations with percentages. (MA.A.1.4, MA.A.3.3)

05.05 Apply concepts and solve problems regarding the use of measurements, both standard and metric. (MA.B.1.2, MA.B.2.1, MA.B.2.2)

05.24 Apply basic principles of algebra including: ratio and proportion, signed numbers, basic equations, multi-step algebraic word problems, and the usage of algebraic formulas. (MA.D.1.2, MA.D.2.1)

05.25 Analyze tables and graphs to identify and generalize patterns and relationships. (MA.D.2.1, MA.D.2.2, MA.E.1.1, MA.E.1.3, MA.E.2.1, MA.E.2.2)

05.26 Apply principles of measurement and geometry including the usage of geometry formulas in length, area, perimeter, volume, angle measurement, capacity, weight, and mass. (MA.B.3.1, MA.C.1.1, MA.C.3.1, MA.C.3.2)

05.27 Apply basic trigonometry formulas such as the Pythagorean Theorem, slope of a line, y-intercept of a line, intersection of two lines. (MA.C.3.2)

05.28 Construct, interpret and draw inferences from graphs, charts, tables, scales, meters and gauges. (MA.B.2.2, MA.E.1.1, MA.E.1.3, MA.E.3.2)

05.29 Apply measures of central tendency (mean, median, and mode) and analyze the effect of changes in data on these measures. (MA.A.4.1, MA.C.1.1)

05.30 Make predictions that are based on experimental or theoretical probabilities including listing possible outcomes. (MA.E.1.2)

05.31 Interpret, compare and contrast different sets of data on the basis of measures of central tendency and dispersion (range and standard deviation). (MA.E.1.2)

05.32 Operate a scientific calculator to solve basic and advanced mathematical functions. (MA.A.3.3, MA.E.1.3, MA.E.2.2, MA.E.2.3)

05.33 Recognize the appropriate procedural setup required for solving a problem. (MA.A.1.4, MA.A.2.4)

05.34 Use alternative formats such as grids or plots. (MA.A.3.2)

05.35 Use estimation to solve problems and assess the reasonableness of the answer. (MA.A.4.1)

05.36 Apply mathematical principles to workplace/life situations. (MA.B.4.2, MA.A.4.1, MA.A.5.1, SS.D.1.2, AT.B.1.5, AT.C.1.1)

05.37 Develop a personal/business budget, financial plan, and cash flow projection. (MA.A.1.1)

05.38 Reconcile income and expense accounts (i.e., balancing checking accounts). (MA.A.2.2)

05.39 Complete simple tax forms. (MA.A.3.3)

05.40 Evaluate insurance costs and benefits. (MA.E.1.1)

05.41 Calculate retirement/investment benefits. (MA.E.1.1, MA.A.3.1, MA.A.5.1)

Related Skills -- These skills are not required elements of the Official GED Test; however, they are instrumental in enhancing an individual's workforce readiness.

Study, Test-Taking, and Reference Skills

06.0 DEMONSTRATE BASIC STUDY, TEST TAKING AND REFERENCE SKILLS APPROPRIATE TO THE GED PROGRAM. The instruction in related skills is based on individual need and may include, but is not limited to, the following. The student will be able to:

06.01 Identify and use a variety of resources and reference materials. (LA.A.2.4, LA.A.2.6, LA.A.2.7, LA.A.2.8)
06.02 Construct, interpret and evaluate different types of visuals or graphics such as cartoons, pictures, graphs, charts, diagrams, maps and tables. (MA.B.1.1, MA.B.1.2, MA.B.2.2, MA.E.1.1, MA.E.1.3)
06.03 Develop and apply note-taking skills. (LA.B.2.1)
06.04 Develop and apply study skills. (LAB.2.2)
06.05 Develop and apply test-taking skills. (LA.E.2.1, LA.A.2.8, LA.B.2.1)
06.06 Coordinate tasks and work assignments to develop team building. (LA.B.2.2, LA.C.3.2)
06.07 Demonstrate and apply appropriate time management. (AT.B.1.4)
06.08 Use alternate formats such as grids and graphs to plot answers. (MA.A.3.2)
06.09 Demonstrate the use of the scientific calculator to compute both basic and advanced mathematical problems. (MA.A.3.3)

Workplace Readiness Skills

07.0 DEMONSTRATE ACCEPTABLE JOB ACQUISITION/JOB RETENTION SKILLS--The instruction in employability skills is based on individual need and may include, but is not limited to, the following. The student will be able to:

07.01 Prepare workplace-related documents (i.e. employment application, cover letter and resume). (LA.B.1.1, LA.B.1.2, LA.B.1.3, LA.B.2.1, LA.B.2.2, LA.B.2.3, LA.B.2.4)
07.02 Demonstrate interview skills. (LA.C.3.4)
07.03 Participate in a job search program in career related industry. (LA.B.1.1, LA.B.1.2, LA.B.1.3, LA.B.2.1, LA.B.2.2, LA.B.2.3, LA.B.2.4)
07.04 Research and discuss professional conduct in the workplace. (AT.I.1.1)
07.05 Demonstrate sensitivity to gender and cultural bias in social, academic, and life situations. (LA.D.1.1, LA.D.1.2)
07.06 Demonstrate real life problem solving skills. (MA.A.3.2, MA.A.5.1, MA.B.1.3, MA.B.2.2, MA.B.3.1, MA.B.4.1, MA.B.4.2, MA.C.2.1, MA.C.3.1, MA.D.2.2, MA.E.1.3)

Basic Computer Literacy

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08.0 DEMONSTRATE BASIC COMPUTER LITERACY SKILLS--The instruction in computer literacy is based on individual need and may include, but is not limited to, the following:

08.01 Demonstrate a basic understanding of computer operating systems. (LA.B.2.4)
08.02 Demonstrate a basic understanding of software applications. (LA.B.2.4)
08.03 Develop Internet/Intranet literacy. (LA.B.2.4)

APPENDIX B - CORRELATION TO SUNSHINE STATE STANDARDS

General Educational Development (GED)
Literacy Completion Point A - GED Writing Skills (250 hours)

Intended Outcome: After successfully completing this course, the student will demonstrate advanced language and writing skills through communicating ideas effectively.

1.01 The student applies basic rules of mechanics, including capitalization, punctuation, and spelling.			
	Benchmarks The student . . .	✔	Notes or comment
1.01.1	uses appropriate punctuation in written documents. LA.B.1.3		
1.01.2	uses appropriate capitalization. LA.B.1.3		
1.01.3	identifies and uses correct possessive and plural forms of nouns. LA.B.1.3		
1.01.4	revises sentences, paragraphs, and essays to eliminate errors in mechanics, spelling, and capitalization. LA.B.1.3		
1.01.5	applies correct rules of spelling, including contractions and possessives. LA.B.1.3		
1.01.6	produces final documents that have been edited for basic rules of mechanics. LA.B.1.3		

1.02 The student applies basic rules of grammar usage, including use of verbs, nouns, pronouns and modifiers.			
	Benchmarks The student . . .	✔	Notes or Comments
1.02.1	produces final documents that have been edited for LA.B.1.3 • correct sentence formation, including parallel structure; • consistency in verb tense; • correct use of regular and irregular verbs; • correct use of forms of pronouns; • correct instances of possessives, subject/verb agreement, modifiers, instances of noun/pronoun agreement, and the intentional use of fragments for effect; and • correct formatting.		

1.03 The student applies basic rules of sentence structure, including phrases, clauses, and sentences			
	Benchmarks The student . . .	✔	Notes or Comments
1.03.1	identifies and eliminates fragments and run-on sentences. LA.B.1.3		

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APPENDIX B - CORRELATION TO SUNSHINE STATE STANDARDS (continued)

1.03.2	produces final documents that have been edited for (LA.B.1.3) • variety in sentence structure. • appropriate use of transitions, word choice, and sentence structure. • correct application of conventional rules of usage within sentences and paragraphs. • revision of written composition and other written communications to correct errors in grammar, usage, capitalization, punctuation, modifiers, and sentence structure. • revisions of dangling and misplaced modifiers such as phrases, clauses, and the intentional use of fragments for effect, and clear and effective sentences.		
1.04	***The writer plans and composes well-organized writing samples on a given topic, utilizing the rules of standard English grammar and spelling.***		
	Benchmarks The student . . .	☑	Notes or Comments
1.04.1	selects and uses appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlining. LA.B.1.1		
1.04.2	drafts and revises writing that LA.B.1.2 • is focused, purposeful, and reflects insight into the writing situation; • has an organizational pattern that provides for a logical progression of ideas; • has effective use of transitional devices that contribute to a sense of completeness; • has support that is substantial, specific, relevant, and concrete; • demonstrates a commitment to and involvement with the subject; • uses creative writing strategies as appropriate to the purpose of the paper; • demonstrates a mature command of language with precision of expression; • has varied sentence structure; and • has few, if any, conventional errors in mechanics, usage, punctuation, and spelling		
1.04.3	produces final documents that have been edited for LA.B.1.3 • correct spelling; • correct punctuation, including commas, colons, and common use of semicolons; • correct capitalization; • correct sentence formation; • correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect; and • correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.		
1.04.4	analyzes essay topics for clarity of intent. LA.C.1.4		

APPENDIX B - CORRELATION TO SUNSHINE STATE STANDARDS (continued

1.04.5	edits written work to eliminate errors in spelling, sentence structure, usage, punctuation, and mechanics. LA.B.1.3		
1.04.6	makes appropriate revisions and writes the final draft of an essay. LA.B.1.3		
1.04.7	composes writing that employs logical and sequential thought patterns. LA.B.1.2		
1.04.8	writes for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization. LA.B.2.3		
1.04.9	makes appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias. LA.D.1.2		
1.04.10	writes and edits a variety of essays to determine viewpoint, development, unity, and relevance. LA.B.2.3		

1.05	***The writer demonstrates the ability to compose workforce skills documents (i.e., letter of intent, resumes, employment applications, job descriptions, interview questions and responses, insurance forms, and consumer concerns).***

	Benchmarks The student . . .	✔	Notes or Comments
1.05.1	writes text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety of media. LA.B.2.1		
1.05.2	applies planning methods to decision-making related to life and work roles. • completes, with accuracy, a variety of forms used in the workplace. • writes a variety of business letters and other documents. • writes a variety of instructions requiring clear directions. • uses appropriate note-taking skills. • prepares a resume. • develops and responds to a variety of interview questions. AT.A.1.1		

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APPENDIX B - CORRELATION TO SUNSHINE STATE STANDARDS (continued)

1.06 The writer demonstrates the ability to write a well-organized essay of approximately 200 words on a given topic, utilizing the rules of standard English grammar, spelling, and mechanics.

	Benchmarks The student . . .	■	Notes or Comments
1.06.1	selects and uses appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlining. LA.B.1.1		
1.06.2	drafts and revises writing that • is focused, purposeful, and reflects insight into the writing situation; • has an organizational pattern that provides for a logical progression of ideas; • has effective use of transitional devices that contribute to a sense of completeness; • has support that is substantial, specific, relevant, and concrete; • demonstrates a commitment to and involvement with the subject; • uses creative writing strategies as appropriate to the purpose of the paper; • demonstrates a mature command of language with precision of expression; • has varied sentence structure; and • has few, if any, conventional errors in mechanics, usage, punctuation, and spelling. LA.B.1.2		

APPENDIX B - CORRELATION TO SUNSHINE STATE STANDARDS (continued)

General Educational Development (GED)

Literacy Completion Point B - GED Social Studies (75 hours)

Intended Outcome: After successfully completing this course, the student will demonstrate and apply reading skills, using selections in history, geography, political science, economics, and behavioral science.

2.01 The student interprets and applies social studies information through the use of advanced reading comprehension skills.

	Benchmarks The student . . .	☑	Notes or Comments
2.01.1	analyzes and draws conclusions, making inferences and logical decisions based on facts. LA.A.2.8		
2.01.2	uses reading comprehension skills to comprehend and identify the main idea (both stated and implied) based on historical knowledge. LA.A.2.1		
2.01.3	examines literary selections from several critical perspectives to determine cause and effect relationships. LA.E.2.7		
2.01.4	restates and summarizes information. LA.A.1.4		

2.02 The student applies general social studies knowledge to a wide range of situations.

	Benchmarks The student . . .	☑	Notes or Comments
2.02.1	understands issues of personal concern: SS.C.2.3 • makes inferences and draws conclusions about rights and responsibilities of the individual under the U.S. Constitution; • recognizes and draws conclusions about the importance of civil liberties; draws conclusions about and understands the role of conflict resolution and compromise; and • understands issues involving ethical behavior in politics.		
2.02.2	understands how personal, political, and economic rights are secured by constitutional government and by such means as the rule of law, checks and balances, an independent judiciary, and a vigilant citizenry. SS.C.2.5		
2.02.3	understands how government, taxes, policies, and programs affect individuals, groups, businesses, and regions and recognizes faulty knowledge based on this information. SS.D.2.3		
2.02.4	understands and interprets information about development of federal civil rights and voting rights and the social and political implications of these events. SS.A.5.7		
2.02.5	applies a variety of response strategies, including rereading, note-taking, summarizing, outlining, writing a formal report, comparing, contrasting, and relating what is read to his or her own experiences. LA.A.1.4		
2.02.6	selects and uses a variety of electronic media, such as Internet, information services, and desk-top publishing software programs, to create, revise, retrieve, and verify information. LA.B.2.4		

APPENDIX B - CORRELATION TO SUNSHINE STATE STANDARDS (continued)

2.02.7	evaluates conflicting sources and materials in the interpretation of a historical event or episode: • uses ideas in new contexts. • recognizes assumptions. • recognizes values • distinguishes between fact and opinion. LA.A.2.8		
2.02.8	uses and identifies supporting statements. LA.B.1.2		
2.02.9	understands and makes inferences about history, political science, economics, geography, and behavioral sciences, including knowledge about checks and balances, electoral process, economic growth, and human relations. LA.A.1.2		
2.02.10	uses chronology, sequencing, patterns, and periodization to examine interpretation of a historical event or episode. SS.A.1.3		
2.02.11	selects and uses appropriate study and research skills and tools according to type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services. LA.A.2.6		

2.03	*The student analyzes social studies data and uses that analysis to explore relationships among ideas.*		
	Benchmarks The student . . .	☑	Notes or Comments
2.03.1	analyzes causes and effects of given examples of economic systems.		
2.03.2	analyzes the suitability of various technologies to improve productivity of service, provide a product, or produce industrials. AT.E.2.2		
2.03.3	analyzes the reliability of social studies information. LA.A.2.7		
2.03.4	analyzes and uses market research procedures. AT.B.2.1c		
2.03.5	analyzes and researches sources, costs, and availability for start-up capital. AT.C.1.3		
2.03.6	analyses and communicates the impact industry and community have on each other and on the individual. AT.G.1.1		
2.03.7	analyzes the relationships among unemployment, inflation, and other government policies and draws conclusions about the importance of these relationships on economic stability and growth.		
2.03.8	applies and creates critical thinking skills. LA.D.2.5		

APPENDIX B - CORRELATION TO SUNSHINE STATE STANDARDS (continued)

2.04 The student accurately evaluates information for validity and makes judgments based on that evaluation.

	Benchmarks The student . . .	☑	Notes or Comments
2.04.1	understands how overall design and specific features of the constitution prevent the abuse of power by aggregating power at the national, state, and local levels. SS.C.1.3		
2.04.2	analyzes the validity and reliability of primary source information and uses the information appropriately. LA.A.2.7		
2.04.3	synthesizes information from multiple sources to draw conclusions, including examining faulty logic and distinguishing between facts, hypotheses, and opinions. LA.A.2.8		

2.05 The student demonstrates the ability to compose workforce skills documents (i.e., letter of intent, resumes, employment applications, job descriptions, interview questions and responses, insurance forms, and consumer concerns).

	Benchmarks The student . . .	☑	Notes or Comments
2.05.1	uses a variety of maps and geographic technologies, including geographic information systems. SS.B.1.1		
2.05.2	uses mental maps of physical and human features of the world to answer complex geographic questions. SS.B.1.3		

2.06 The student researches and documents the use of technology in the local community.

	Benchmarks The student . . .	☑	Notes or Comments
2.06.1	analyzes data. LA.A.2.7		
2.06.2	analyzes relationships. AT.F.1.1; AT.A.1.1a		
2.06.3	evaluates information. AT.A.1.1F		

APPENDIX B - CORRELATION TO SUNSHINE STATE STANDARDS (continued)

2.07	***The student assesses local community data (i.e., demographics, natural resources, and geography) and its effects on the local industry (workplace skill).***		
	Benchmarks The student . . .	☑	Notes or Comments
2.07.1	identifies, researches, analyzes, and projects the impact of an industry on the environment in a community. AT.G.1.1; AT.H.1.6		
2.08	***The student identifies barriers to education and employment and proposes solutions. (optional workplace skill)***		
2.09	***The student analyzes the interrelationship of the employer (i.e., legal and ethical rights in the workplace)***		
	Benchmarks The student . . .	☑	Notes or Comments
2.09.1	examines legal rights of employees. AT.F.1.3; AT.F.1.1		
2.09.2	researches impact of industry on the environment in a community. AT.G.1.4.1		
2.09.3	demonstrates an understanding of labor issues related to the workplace. AT.F.1.3c		

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APPENDIX B - CORRELATION TO SUNSHINE STATE STANDARDS (continued)

GENERAL EDUCATIONAL DEVELOPMENT (GED)

LITERACY COMPLETION POINT C - GED SCIENCE (75 HOURS)

Intended Outcome: After successfully completing this course, the student will demonstrate and apply advanced reading skills, using selections in biology, chemistry, earth science, and physics.

3.01 The student interprets and evaluates scientific reading materials, using basic reading comprehension skills.

	Benchmarks The student . . .	☑	Notes or Comments
3.01.1	knows that investigations are conducted to explore new phenomena, to check on previous results, to test how well theory predicts, and to compare different theories. SC.H.1.1		
3.01.2	selects and uses pre-reading strategies that are appropriate to the text, such as discussion, making predictions, brainstorming, generating questions, and previewing to anticipate content, purpose, and organization of a reading selection. LA.A.1		

3.02 The student applies general scientific knowledge to a variety of situations.

	Benchmarks The student . . .	☑	Notes or Comments
3.02.1	knows that scientists can bring information, insights, and analytical skills to matters of public concern and help people understand the possible causes and effects of events. SC.H.3.3		
3.02.2	analyzes the suitability of various technologies to improve productivity of service, provide a product, etc. AT.E.2.2		

3.03 The student analyzes scientific information and uses that analysis to explore relationships among ideas.

	Benchmarks The student . . .	☑	Notes or Comments
3.03.1	knows that scientists can bring information, insights, and analytical skills to matters of public concern and help people understand the possible causes and effects of events. SC.H.3.3		
3.03.2	synthesizes and separates collected information into useful components using a variety of techniques, such as source cards, note cards, spreadsheets, and outlines. LA.A.2.7		

APPENDIX B - CORRELATION TO SUNSHINE STATE STANDARDS (continued)

3.04 The student analyzes and evaluates scientific information data and makes judgments related to that information.

	Benchmarks The student . . .	☑	Notes or Comments
3.04.1	understands that, in the short run, new ideas that do not mesh well with mainstream ideas in science often encounter vigorous criticism and that, in the long run, theories are judged by how they fit with other theories, the range of observations they explain, how well they explain observations, and how effective they are in predicting new findings. SC.H.1.6		
3.04.2	checks the validity and accuracy of information obtained from research, in such ways as differentiating fact and opinion, identifying strong vs. weak arguments, and recognizing that personal values influence the conclusions an author draws. LA.A.2.8		

3.05 The student analyzes and communicates health and safety issues in the workplace and the community.

	Benchmarks The student . . .	☑	Notes or Comments
3.05.1	researches, analyzes, and complies with federal and state health and safety laws and regulations for an industry. AT.H.1		
3.05.2	demonstrates best practices for health and safety in the workplace and community. AT.1 5 2		

APPENDIX B - CORRELATION TO SUNSHINE STATE STANDARDS (continued)

GENERAL EDUCATIONAL DEVELOPMENT (GED)

LITERACY COMPLETION POINT D - GED LITERATURE (250 HOURS)

Intended Outcome: After successfully completing this course, the student will demonstrate and apply advanced reading skills, using reading selections in various literary genre, including fiction, nonfiction, poetry, and drama.

4.01 The student identifies the main idea and supporting details of a reading selection.

	Benchmarks The student . . .	☑	Notes or Comments
4.01.1	determines the main idea (stated and implied) and identifies relevant materials. LA.A.2.1		
4.01.2	applies a variety of response strategies, including rereading, note-taking, summarizing, outlining, and writing formal reports. LA.A.1.4		
4.01.3	identifies literary techniques, including mood, characterization, theme, style, purpose, tone, and point of view. LA.E.2.2		
4.01.4	identifies supporting details in a reading selection. LA.A.2.1		

4.02 The student makes inferences and logical conclusions from reading passages.

	Benchmarks The student . . .	☑	Notes or Comments
4.02.1	selects and uses strategies to understand words and text, and to make and confirm inferences from what is read, including interpreting diagrams, graphs, and statistical illustrations. LA.A.1.2; LA.B.1.1		
4.02.2	identifies appropriate word choice. LA.A.1.3		
4.02.3	makes inferences based on reading selections; determines meaning through context clues; interprets meanings. LA.A.1.2		
4.02.4	uses inferential comprehension skills to examine works of genre. LA.E.2.7		
4.02.5	uses inferential skills to determine various literary elements. LA.E.1.1		
4.02.6	makes inferences about attitudes and values existing in a time period. LA.A.1.2		
4.02.7	determines how attitudes and values affect the written works. LA.C.1.4		
4.02.8	identifies the characteristics that distinguish literary form. LA.E.1.4		

APPENDIX B - CORRELATION TO SUNSHINE STATE STANDARDS (continued)

4.03 The student applies reading comprehension skills, using a wide range of literature and art materials.

	Benchmarks The student . . .	☑	Notes or Comments
4.03.1	selects and uses prereading strategies that are appropriate to the text, such as discussion, making predictions, brainstorming, generating questions, and previewing to anticipate content, purpose, and organization of a reading selection. LA.A.1.1		
4.03.2	determines the author's purpose, tone, and theme. LA.E.2.7; LA.E.2.8; LA.E.2.1		
4.03.3	understands the subtleties of literary devices and techniques in the comprehension and creation of communication, including cause and effect and implications. LA.D.2.2		
4.03.4	identifies devices of persuasion and methods of appeal and their effectiveness. LA.A.2.5		
4.03.5	understands relationships among elements of literature, such as character, plot, point of view, setting, tone, and theme. LA.E.2.2		
4.03.6	recognizes and explains elements in text. LA.E.2.2		
4.03.7	identifies common themes in literature. LA.E.2.2		
4.03.8	identifies defining characteristics in classical literature, such as timelessness; deals with universal themes and experiences; and communicates across cultures. LA.E.1.1		
4.03.9	locates, gathers, analyzes, and evaluates written information for a variety of purposes, including research projects, real-world tasks, and self-improvement. LA.A.2.4		
4.03.10	analyzes poetry for the ways in which poets inspire the reader to share emotions, such as the use of imagery, personification, and figures of speech, including simile and metaphor; and the use of sound, such as rhyme, rhythm, repetition, and alliteration. LA.E.2.3		
4.03.11	refines vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings. LA.A.1.2		
4.03.12	applies ideas to new concepts. LA.E.2.6		
4.03.13	selects and uses strategies to understand words and text, and to make and confirm inferences from what is read, including interpreting diagrams, graphs, and statistical illustrations. LA.A.1.2		

APPENDIX B - CORRELATION TO SUNSHINE STATE STANDARDS (continued)

4.04 The student critiques and analyzes a variety of reading passages and uses that analysis to explore relationships among ideas.

	Benchmarks The student . . .	☑	Notes or Comments
4.04.1	analyzes the validity and reliability of primary source information and uses the information appropriately. LA.A.2.7		
4.04.2	synthesizes information from multiple sources to draw conclusions. LA.A.2.8		
4.04.3	locates, gathers, analyzes, and evaluates written information for a variety of purposes, including research projects, real-world tasks, and self-improvement. LA.A.2.4		
4.04.4	identifies and interprets symbolism. LA.E.1.1		
4.04.5	examines and analyzes literary selections using critical perspectives. LA.E.2.1		
4.04.6	responds critically to works of fiction, nonfiction, poetry, and drama. LA.A.2.3; LA.E.2.1; LA.E.2.2; LA.E.2.3; LA.E.2.6		
4.04.7	examines a literary selection from several critical perspectives. LA.E.2.7		

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APPENDIX B - CORRELATION TO SUNSHINE STATE STANDARDS (continued)

GENERAL EDUCATIONAL DEVELOPMENT – GED

LITERACY COMPLETION POINT E — MATHEMATICS (250 HOURS)

Intended Outcome: After successfully completing this course, the student will demonstrate advanced mathematics skills in calculation and application problems.

5.01 The student performs basic operations with whole numbers.

	Benchmarks The student . . .	☑	Notes or Comments
5.01.1	associates verbal names, written word names, and standard numerals with integers, rational numbers, irrational numbers, and real numbers. MA.A.1.1		
5.01.2	understands the relative size of integers, rational numbers, irrational numbers, and real numbers. MA.A.1.2		
5.01.3	understands concrete and symbolic representations of real and complex numbers in real-world situations. MA.A.1.3		

5.02 The student performs basic operations with fractions.

	Benchmarks The student . . .	☑	Notes or Comments
5.02.1	understands that numbers can be represented in a variety of equivalent forms, including fractions. MA.A.1.4		

5.03 The student performs basic operations with decimals.

	Benchmarks The student . . .	☑	Notes or Comments
5.03.1	adds and subtracts decimals. MA.A.3.1; MA.A.3.3		
5.03.2	multiplies and divides decimals. MA.A.1.4		
5.03.3	uses estimations for problem solving. MA.B.3.1		
5.03.4	understands that numbers can be represented in a variety of equivalent forms, including decimals. MA.A.1.4		

APPENDIX B - CORRELATION TO SUNSHINE STATE STANDARDS (continued)

5.04	*The student performs basic operations with percents.*		
	Benchmarks The student . . .	☑	Notes or Comments
5.04.1	identifies percents. MA.A.1.4		
5.04.2	changes percents to fractions and decimals. MA.A.1.4		
5.04.3	identifies and uses percents in word problems. MA.A.1.4		
5.04.4	understands that numbers can be represented in a variety of equivalent forms, including percents. MA.A.1.4		
5.05	*The student applies concepts and solves problems regarding the use of measurements, both standard and metric.*		
	Benchmarks The student . . .	☑	Notes or Comments
5.05.1	understands and uses the basic concepts of limits of infinity. MA.A.2.1		
5.05.2	understands and uses the real number system. MA.A.2.2		
5.05.3	uses concrete and graphic models to derive formulas for finding rate, distance, time, angle measures, and arc lengths. MA.B.1.2		
5.06	*The student applies basic principles of algebra, including ratio and proportion, signed numbers, basic equations, multi-step algebraic word problems, and the use of algebraic formulas.*		
	Benchmarks The student . . .	☑	Notes or Comments
5.06.1	determines the impact when changing parameters of given functions.		
5.06.2	represents real-world problem situations using finite graphs, matrices, sequences, series, and recursive relations. MA.D.2.1		
5.06.3	understands the structure of the complex number system. MA.A.2.3		
5.07	*The student applies basic principles of geometry, including the use of geometry formulas in area, perimeter, and volume.*		
	Benchmarks The student . . .	☑	Notes or Comments
5.07.1	solves real world and mathematical problems involving estimates of measurements, including length, time, weight/mass, temperature, money, perimeter, area, and volume and estimates the effects of measurement errors on calculations. MA.B.3.1		
5.07.2	uses properties and relationships of geometric shapes to construct formal and informal proofs. MA.C.1.1		

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APPENDIX B - CORRELATION TO SUNSHINE STATE STANDARDS (continued)

5.08	***The student operates a scientific calculator.***		
	Benchmarks The student . . .	☑	Notes or Comments
5.08.1	adds, subtracts, multiplies, and divides real numbers, including square roots and exponents, using appropriate methods of computing, such as mental mathematics, paper and pencil, and calculator. MA.A.3.3		
5.08.2	understands that numbers can be represented in a variety of equivalent forms, including integers, fractions, decimals, percents, scientific notation, exponents, radicals, absolute value, and logarithms. MA.A.1.4		
5.09	***The student applies mathematical principles to workforce and life situations.***		
	Benchmarks The student . . .	☑	Notes or Comments
5.09.1	develops a personal business budget. AT.3.1.4.1		
5.09.2	develops a financial plan. AT.3.1.1		
5.09.3	develops a cash-flow projection. AT.3.1.1		
5.09.4	reconciles income and expense accounts. AT.3.1.4.2		
5.09.5	completes simple tax forms. AT.3.1.4.3		
5.09.6	evaluates insurance costs and benefits. AT.3.1.5		
5.09.7	calculates retirement/investment benefits. AT.3.1.4.4		
5.10	***The student interprets and analyzes tables, charts, and graphs.***		
	Benchmarks The student . . .	☑	Notes or Comments
5.10.1	interprets data that has been collected, organized, and displayed in tables, plots, simple graphs, and charts. MA.E.1.1		
5.10.2	analyzes real-world data and makes predictions of larger populations by applying formulas. MA.E.1.3		

APPENDIX B - CORRELATION TO SUNSHINE STATE STANDARDS (continued)

GENERAL EDUCATION DEVELOPMENT (GED)

STUDY, TEST-TAKING, AND REFERENCE SKILLS

Intended Outcome: After successfully completing the GED Preparation courses, the student will demonstrate basic study, test-taking, and reference skills appropriate to the GED Testing Program. The instruction in related skills is based on individual needs and may include, but is not limited to, the following:

6.01 The student identifies and uses a variety of resources and reference materials.

	Benchmarks The student . . .	☑	Notes or Comments
6.01.1	locates, gathers, analyzes, and evaluates written information for a variety of purposes, including research projects, real-world tasks, and self-improvement. LA.A.2.4		
6.01.2	selects and uses appropriate study research skills and tools according to the type of information being gathered or organized, including almanacs, government, publications, microfiche, news sources, and information services. LA.A.2.6		
6.01.3	synthesizes information from multiple sources to draw conclusions. LA.A.2.8		

6.02 The student interprets graphs, charts, diagrams, maps, and tables.

	Benchmarks The student . . .	☑	Notes or Comments
6.02.1	solves real-world problems involving rated measures (miles per hour, feet per second). MA.B.2.2		
6.02.2	interprets data that has been collected, organized, and displayed in charts, tables, and plots. MA.E.1.1		
6.02.3	analyzes real-world data and makes predictions of larger populations by applying formulas to calculate measures of central tendency and dispersion using the sample population data and using appropriate technology, including calculators and computers. MA.E.1.3		

6.03 The student performs basic operations with decimals.

	Benchmarks The student . . .	☑	Notes or Comments
6.03.1	writes text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety of media. LA.B.2.2		

APPENDIX B - CORRELATION TO SUNSHINE STATE STANDARDS (continued)

6.04	***The student develops and applies study skills.***		
	Benchmarks The student . . .	☑	Notes or Comments
6.04.1	organizes information using appropriate systems. LA.B.2.2		
6.05	***The student develops and applies test-taking skills.***		
	Benchmarks The student . . .	☑	Notes or Comments
6.05.1	analyzes the effectiveness of complex elements of plot, such as setting, major events, problems, conflicts, and resolutions. LA.E.2.1		
6.05.2	synthesizes information from multiple sources to draw conclusions. LA.A.2.8		
6.05.3	writes text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety of media. LA.B.2.1		
6.06	***The student coordinates tasks and work assignments to develop team building.***		
	Benchmarks The student . . .	☑	Notes or Comments
6.06.1	organizes information using appropriate systems. LA.B.2.2		
6.07	***The student demonstrates and applies appropriate time management.***		
	Benchmarks The student . . .	☑	Notes or Comments
6.07.1	demonstrates organization and planning processes used in the industry. AT.1.1.		

APPENDIX B - CORRELATION TO SUNSHINE STATE STANDARDS (continued)

ALL GED TESTS

The reading strand is incorporated into all GED tests.

0.10	*The student uses before, during, and after reading strategies to enhance comprehension.*		
	Benchmarks The student . . .	☑	Notes or Comments
0.11	selects and uses strategies to understand words and text, and to make and confirm inferences from what is read, including interpreting diagrams, graphs, and statistical illustrations. LA.A.1.3		
0.12	applies a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own personal experiences. LA.A.1.4		
0.13	synthesizes information from multiple sources to draw conclusions. LA.A.2.8		
0.20	*The student demonstrates comprehension at literal, inferential, and evaluative levels.*		
	Benchmarks The student . . .	☑	Notes or Comments
0.21	determines the main idea and identifies relevant details, methods of development, and their effectiveness in a variety of types of written materials. LA.A.2.1		
0.22	determines main concept and supporting details in order to analyze and evaluate nonprint media messages. LA.C.2.1		
0.23	analyzes the relationships among author's style, form, and intended impact on the reader. LA.E.2.5		
0.30	*The student understands and uses appropriate and effective vocabulary, including specific content area vocabulary.*		
	Benchmarks The student . . .	☑	Notes or Comments
0.31	selects and uses strategies to understand words and texts, and to make inferences from what is read, including interpreting diagrams, graphs, and statistical illustrations. LA.A.1.2		
0.32	refines vocabulary for interpersonal, academic, and workplace situations, including figurative, idioms and technical meanings. LA.A.1.3		
0.33	makes appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias. LA.D.1.2		

APPENDIX B - CORRELATION TO SUNSHINE STATE STANDARDS (continued)

0.40 The student demonstrates the use of active and critical reading abilities.

	Benchmarks The student . . .	☑	Notes or Comments
0.41	identifies devices of persuasion and methods of appeal and their effectiveness. LA.A.2.5		
0.42	analyzes the validity and reliability of primary source information and the use of information appropriately. LA.A.2.7		
0.43	synthizes information from multiple sources to draw conclusions. LA.A.2.8		

Appendix I

Rule 6A-1.0995, FAC—Form of High School Diplomas and Certificates of Completion

6A-1.0995 Form of High School Diplomas and Certificates of Completion. Pursuant to Sections 232.246(4) and 232.247, Florida Statutes, the form of the Standard Diploma, the Special Diploma, the Certificate of Completion, and the Special Certificate of Completion shall contain the wording and be in the form prescribed herein.

(1) Standard Diploma:

Name of School
City, State
Florida
Seal
This certifies that
(Name of Student)

having satisfactorily completed all requirements of law and standards for high school graduation as prescribed by the State Board of Education and the District School Board is hereby awarded this

DIPLOMA

by order of the _____County District School Board
(Date of Award)
Superintendent of Schools ----- Chairman, School Board
Principal

(2) Special Diploma:

Name of School
City, State
Florida
Seal
This certifies that
(Name of Student)

having satisfactorily completed all requirements of law and standards for high school graduation prescribed for exceptional students by the State Board of Education and the District School Board is hereby awarded this

DIPLOMA

by order of the _____ County District School Board
(Date of Award)
Superintendent of Schools ---- Chairman, School Board
Principal

(3) Certificate of Completion:

Name of School
City, State
Florida
Seal
This certifies that
(Name of Student)

having completed the minimum number of credits for high school graduation and other applicable requirements prescribed by the rules of the District School Board, is hereby awarded this

CERTIFICATE OF COMPLETION
by order of the _____ County District School Board
(Date of Award)
Superintendent of Schools ----- Chairman, School Board
Principal

(4) Special Certificate of Completion:

Name of School
City, State
Florida
Seal
This certifies that
(Name of Student)

having completed the minimum number of credits for high school graduation prescribed for exceptional students and other applicable requirements prescribed by the rules of the District School Board, is hereby awarded this

CERTIFICATE OF COMPLETION
by order of the _____ County District School Board
(Date of Award)
Superintendent of Schools ----- Chairman, School Board
Principal

(5) School boards electing to award differentiated diplomas in lieu of the Standard Diploma as authorized in Section 232.246(4), Florida Statutes, may place on the Standard Diploma a seal to indicate the type of differentiation. Seals given in recognition of outstanding scholastic achievement may also be placed on the face of the Standard Diploma.

(6) Each district school board shall produce or have produced the Diplomas and Certificates of Completion in the quantity and as needed to be awarded to the students in the public schools of that district. Any person producing copies shall, pursuant to Section 15.03(3), Florida Statutes, and Chapter 1C-5, FAC., secure approval from the Department of State to print the State Seal on such copies.

(7) The Commissioner is authorized, upon written request from any district school board, to approve modification in the form or format of the diplomas or certificates prescribed herein; however, such modification shall not substantively alter the content or the wording of the diplomas or certificates.

Specific Authority 229.053(1)(2)(k), 232.246(4), 232.247 FS. Law Implemented 15.03(3), 229.053(2)(k), 232.246(4), 232.247 FS. History - New 11-14-78, Amended 6-9-81, Formerly 6A-1.995, Amended 4-3-90.

Appendix J

DOE Information Data Base Requirements: GED Exit Option Results

Implementation Date:
Fiscal Year 1988-89
July 1, 1988

Element Name: GED Exit Option Test Results

Definition/Domain

A one-character code to indicate the status of a student participating in the GED Exit Option Model as approved by the American Council on Education.

CODE	DEFINITION
P	The student took the GED Tests and passed
F	The student took the GED Tests and failed
Z	Not applicable

Note: Students receiving a code of P for GED Exit Option Test Results must receive one of the following for Diploma Type:

W10 (Any student participating in the GED Exit Option Model who passed the GED Tests and the FCAT or HSCT and was awarded a standard high school diploma.)

Or

WGD (Any student participating in the GED Exit Option Model who passed the GED Tests, but did not pass the FCAT or HSCT and was awarded a State of Florida diploma.)

Length: 1

Format: Alphabetic

Compatibility Requirement: Compatible

Use Types:

- ☒ State Report
- ☐ Postsecondary Transcript
- ☒ Local Accountability
- ☐ District Records Transfer
- ☐ Permanent Record

Data Element Number: 115657

Grades and Programs Requiring This Data Element:

Grades 9-12

State Reporting Formats Requiring This Data Element:

Student End of Year Status DB9 17x

Reported in Survey Periods: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5 ☐ 9

Appendix K

DOE Information Data Base Requirements: Withdrawal Code, PK-12

Element Name: **Withdrawal Code, PK-12**

Definition/Domain

A state-defined code indicating the status under which the PK-12 student withdrew from a school or district.

See Appendix A: Attendance Recordkeeping Required Codes for Grade PK-12 Students.

NOTE: One occurrence of the Withdrawal Date and Code has been added to the Category B portion of the automated student record (FIRN Print Program) for local district use. (Optional)

Length: 3	**Grades and Programs Requiring This Data Element:**
Format: Alphanumeric	All Programs Grades PK-12
Compatibility Requirement: State Standard	
Use Types:	**State Reporting Formats Requiring This Data Element:**
☒ **State Report**	Student Attendance DB9 40x
☐ **Postsecondary Transcript**	
☒ **Local Accountability**	
☒ **District Records Transfer**	
☐ **Permanent Record**	
Data Element Number: 188425	**Reported in Survey Periods:** ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5 ☐ 9

ATTENDANCE RECORDKEEPING REQUIRED CODES FOR GRADE PK-12 STUDENTS

ORIGINAL ENTRIES INTO FLORIDA PUBLIC SCHOOLS THIS SCHOOL YEAR

E01 - Any PK-12 student who previously this school year has not entered any school in this or another state.

E02 - Any PK-12 student who previously has been in an out-of-state public school this year but is entering a Florida public school for the first time this year.

E03 - Any PK-12 student who previously has been in a nonpublic school or home education program either in- or out-of-state this year but is entering a Florida public school for the first time this year.

REENTERING INTO FLORIDA PUBLIC SCHOOLS

R01 - Any PK-12 student who was received from another attendance reporting unit in the same school.

R02 - Any PK-12 student who was received from another school in the same district.

R03 - Any PK-12 student who was received from another public school from outside the district either in- or out-of-state.

R04 - Any PK-12 student who was received from a nonpublic school either in or out of the district or has returned after having been enrolled in a Home Education program. The student must have been enrolled previously in a public school this year.

R05 - Any PK-12 student who unexpectedly reenters the same school after withdrawing or being discharged.

WITHDRAWAL FROM FLORIDA PUBLIC SCHOOLS: GRADE PK-12 STUDENTS

DNE - Any PK-12 student who was expected to attend a school but **did not enter** as expected for unknown reasons.

W01 - Any PK-12 student promoted, retained or transferred to another attendance reporting unit in the same school.

W02 - Any PK-12 student promoted, retained or transferred to another school in the same district.

W2A - Any Student that was withdrawn following an expulsion hearing resulting in a change of placement in lieu of expulsion.

W03 - Any PK-12 student who withdraws to attend another public school in- or out-of-state.

W04 - Any PK-12 student who withdraws to attend a nonpublic school in- or out-of-state.

W05 - Any student over compulsory attendance age who leaves school voluntarily with no intention of returning.

W06 - Any student who graduated from school and met all of the requirements to receive a standard diploma.

W07 - Any student who graduated from school with a special diploma based on option one-mastery of student performance standards.

W08 - Any student who left school with a certificate of completion.

W09 - Any student who left school with a special certificate of completion.

W10 - Any student participating in the GED Exit Option Model who passed the GED Tests and the FCAT or HSCT and was awarded a standard high school diploma.

ATTENDANCE RECORDKEEPING REQUIRED CODES FOR GRADE PK-12 STUDENTS (Continued)

WITHDRAWAL FROM FLORIDA PUBLIC SCHOOLS: GRADE PK-12 STUDENTS

W11 - Any PK-12 student withdrawn from school due to hardship.

W12 - Any PK-12 student withdrawn from school due to death.

W13 - Any PK-12 student withdrawn from school due to court action.

W14 - Any student who withdraws from school to enter the military.

W15 - Any PK-12 student who is withdrawn from school due to nonattendance.

W16 - Any student who withdraws from school to get married.

W17 - Any student who withdraws from school due to pregnancy.

W18 - Any student who withdraws from school due to medical reasons.

W19 - Any exceptional education student who is withdrawn from school following receipt of special education through the age of 21.

W20 - Any student who withdraws from school due to failing the High School Competency test (HSCT), and who does not receive any of the Certificates of Completion.

WITHDRAWAL FROM FLORIDA PUBLIC SCHOOLS: GRADE PK-12 STUDENTS

W21 - Any student who is withdrawn from the rolls due to being expelled from school.

W22 - Any PK-12 student whose whereabouts is unknown.

W23 - Any PK-12 student who withdraws from school for any reason other than W01 - W22 or W24 - W27.

W24 - Any PK-12 student who withdraws from school to attend a Home Education program.

W25 - Any student who withdraws from school who is under compulsory attendance age. (This may not be used for students age six or above.)

W26 - Any student who leaves to enter the adult program within the district prior to completion of graduation requirements.

W27 - Any student who graduated from school with a special diploma based on option two-mastery of employment and community competencies.

WGD – Any student participating in the GED Exit Option Model who passed the GED Tests, but did not pass the FCAT or HSCT and was awarded a State of Florida diploma.

Appendix L

GED Examiner's Manual
(Excerpt)

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Test Administration Procedures for Adults with Disabilities

SECTION 7

7.1 GED Policy on Accommodations in Testing

POLICY: Not all individuals can be fairly tested under standard administrations of the regular print editions of the GED Tests. In such cases, accommodated administrations may be arranged at the request of the candidate and with the approval of the Chief Examiner and the GED Administrator. In these instances, use of the nonstandard editions or modifications of the standard administration procedures are permitted in accordance with guidelines developed by the GED Testing Service (GEDTS) staff.

The American Council on Education (ACE) believes that every candidate should have a fair opportunity to demonstrate his or her knowledge and skills under appropriate test conditions. For some candidates a disability may interfere. Some candidates may not be able to fully demonstrate what has been learned under standard GED testing conditions. This may be due to a learning disability, physical disability, mental disability, and/or attention-deficit/hyperactivity disorder (ADHD).

When such disabilities are documented using the designated GEDTS form (Form L-15 and/or Form SA-001) and approved by the GED Administrator, the GED Chief Examiner must arrange to test the candidate with the approved accommodations. The additional costs, if any, associated with providing such services may not be charged to the candidate.

All potential GED candidates must be made aware of the availability of these accommodations. *The availability of test accommodations must be well publicized.*

Publicize availability of special editions and testing accommodations.

7.1-1 The Qualified GED Candidate

All qualified GED candidates must meet the same passing criteria as the normative population of graduating high school students. The GED Tests are normed each year on a representative sample of graduating high school seniors in the spring of their graduating year (see Section 3.8). Passing scores are set so that approximately 67 percent of all high school seniors nationwide would pass the tests if they took them. GEDTS therefore considers a qualified candidate to be one who, with or without reasonable accommodations, can meet these criteria and has the potential to pass the GED Tests.

7.1-2 Prerequisite Skills for Successful Test-Taking

Taking the GED Tests under standard conditions (described in Section 6) requires skills apart from those being measured by the test instrument itself. These skills are the physical abilities needed to take the test under standard conditions, not merely "strategies" for answering questions. These abilities include the following specific skills:

A. **Listening Skills.** Ability to hear and comprehend spoken information that may include:

1. Procedural information
2. Instructions for test-taking
3. Test-marking information and instructions

B. **Visual Skills.** Ability to see and comprehend written material that may include:

1. Announcements of test dates and sites
2. Directions to the testing room
3. Entry ticket information
4. Directions for completing answer sheets
5. Directions in the test booklet

C. **Physical Skills.** Ability to perform certain physical acts that may include being able to:

1. Sit for long periods of time
2. Simultaneously hold and manipulate several test materials, including an answer sheet, pencil, test booklet, and scratch paper
3. Write information, mark small ovals, sign one's name
4. Perform the physical actions required in writing numerals, moving arm, moving head, writing notes, and doing computations on scratch paper

GED candidates who lack these prerequisite skills may be eligible for accommodations.

7.2 Nonstandard Editions and Accommodations

Tests available in

- **Audiocassette**
- **Braille**
- **Large Print**

Same level of difficulty as regular print editions

In addition to the regular print editions, the GED Tests are available in U.S. and Canadian English-language audiocassette, braille, and large print editions. Reference manuals (test booklets) accompany the braille and audiocassette editions for use during the tests by the Chief Examiner and/or candidates with at least partial vision. These nonstandard editions meet all the specifications of the standard print editions and are the same level of difficulty.

The nonstandard editions are adapted for candidates with impaired vision, but they can also be used appropriately for candidates with other physical and learning disabilities.

7.2-1 Nonstandard Editions

Audiocassette: There is one U.S. English-language and one Canadian English-language audiocassette edition of the GED Tests. The audiocassette edition is accompanied by a large print reference manual (test booklet) with enlarged graphics that may be used by the candidate. The GED Tests are administered with double time limits for candidates with visual impairments.

The audiocassette edition is tone indexed. Tone indexing enables the candidates to locate parts of the tape they would like to hear again. Tone indexing works on tape recorders with cue-and-review capability. These tape recorders are essential for hearing the tone-indexed "beeps" that allow the candidate to move around the test with ease.

Tone indexing can be confusing. Candidates must have a chance to practice with the audiocassette practice test. Tape recorders with cue-and-review capability are widely available from public libraries and schools.

When administering the audiocassette tape for Test 5, Examiners should arrange to have a second tape recorder (which does not need to have the cue-and-review function), so that the candidate can refer to the math formulas cassette while completing the test. Examiners should be familiar with using tone indexing, which works in fast forward and rewind modes.

When administering Test 1, Part II, the Examiner must read aloud, and read again as requested by the candidate, the essay topic to the candidate with visual impairments. The directions to the essay are given on the tape, but the topic is not. The large print topic card must be provided to candidates with partial sight or who have learning disabilities.

Braille: There is one form of the U.S. English-language braille GED Tests. The braille edition uses Level 2 braille and Nemeth code. Candidates taking the braille edition of the tests automatically receive double the normal time limits. A regular print reference manual (test booklet) accompanies the braille edition.

Large Print: There are two forms of the U.S. English-language large print edition of the GED Tests. A candidate may test on the large print edition under normal time limits simply upon request to the local GED Chief Examiner. However, administration of the large print edition with additional accommodations (e.g., extra time or a private room) requires documentation.

Candidates may take the large print test upon request, with normal time limits.

7.2-1.1 Cost of Special Editions

The rental fee for testing with accommodations is the same as that for the standard print editions of the GED Tests. However, because the demand for the braille edition is limited, GEDTS recommends that departments and ministries of education be established as Official GED Testing Centers. These centers can then order at least one copy of the braille edition, which they can share with any testing center within their jurisdiction as needed. ***GED Testing Centers —except for those located in a ministry or department of education— may not send or share any GED Tests with another center.***

7.2-2 Accommodations

Candidates can request accommodations due to specific learning disabilities and/or ADHD by meeting with the local GED Chief Examiner and completing Form L-15.

Candidates can request accommodations for physical and/or mental disorders by meeting with the local GED Chief Examiner and completing Form SA-001.

Accommodations are provided based on need of individual candidate.

The range of accommodations is determined by the needs of candidates with disabilities. Need(s) must be fully documented by a certified professional. The certified professional must document that the candidate has the potential to pass the GED Tests and demonstrates how the disability significantly, and negatively, affects current academic achievement.

Modifications to testing environment include:

- **Private room**
- **Frequent breaks**
- **Sign language interpreter**
- **Scribe**
- **Calculator**
- **Extended time**

If the certified professional believes that a GED candidate needs an accommodation that is not listed but that is not explicitly prohibited, then the GED Administrator should contact GEDTS for guidance.

The candidate's documentation will be held in confidence. No record of the accommodated conditions will be provided on the candidate's GED score report or GED diploma.

POLICY: When a nonstandard administration requires more time for listening to or reading the questions and may require more time to record answers, additional time must be permitted.

Extended time with special editions or as candidate's need requires

Extended Time: The GED Tests were developed so that approximately 85 percent of the candidates can finish comfortably within the prescribed time limits under standard conditions. Candidates with disabilities will often need extra time when taking the GED Tests. The time limits are extended under nonstandard conditions or when the audiocassette or braille editions are used. Candidates with disabilities often require extended time to answer questions and may become easily fatigued. The amount of extended time requested must be stated on Form L-15 or SA-001 at the time of application for accommodation. The Chief Examiner, while being sensitive to the candidates' needs, must also ensure that each candidate moves through the test at a reasonable rate. He or she should periodically advise each candidate of how much time remains.

In most cases, double time is granted for individuals with visual impairments using the audiocassette and braille editions of the GED Tests. Time and a half is commonly granted to candidates with specific learning disabilities and to candidates whose hearing impairment affects the speed at which they interpret written language. Candidates with physical or psychological impairments will receive extended time as is warranted by a professional assessment of their needs. Variations from these guidelines are permitted on a case-by-case basis. For example, a candidate with cerebral palsy may need triple time to take the tests individually one day at a time.

In most cases, any test in the battery of GED Tests, such as the Science Test or the Mathematics Test, must be completed within one day. Adults with profound disabilities may be granted an exception to this general policy only by written permission of GEDTS.

Private room limits disruptions to candidate or others in testing session.

Private Room: There are two categories of private room accommodations. One category is for the candidate who has the potential to be disturbed in a group setting and the other category is for the candidate who, because of a disability, illness, or accommodation (e.g., audiocassette player or scribe), could disturb other candidates in a group environment. Testing in a private room is available to those who, because of a documented illness or disability, need to be away from others. It is also available to those whose specific learning disabilities or psychological condition make testing in a group distracting to them or to other candidates.

For example, those with a current chronic medical condition such as congestive heart failure that can result in labored breathing noises may need a private room so that the sound does not disrupt other candidates. The candidate with the

medical condition may not have requested accommodations prior to the day of testing. A person with documented Tourette's syndrome that results in verbal utterances beyond the individual's control would also be provided with a private room. This request would have been approved in advance based on a review of information provided on GEDTS Form SA-001. A person with ADHD might request a private room to remove distractions that can negatively interfere with success on the GED Tests. This request would have been approved in advance based on documentation provided on GEDTS Form L-15.

In other cases, the Examiner may perceive at the time of testing that a candidate's behavior has the potential to be disturbing to others in the testing room. In such a situation, the Examiner may ask if the candidate would prefer to take the test(s) in a private room. Though every effort should be made to have the person test in a more isolated setting in such a situation, the Examiner is cautioned not to demand that the candidate conform to a nonstandard test setting. In the rare incident that a candidate would refuse the change to a private room, others who may complain of being disturbed should be granted access to another testing room. In all instances, while testing in a private room, candidates must remain under full and constant supervision by a Chief or Alternate Examiner.

Frequent Breaks

Between tests
- **No prior approval needed**

During single test
- **Specified by professional**
- **Requires approval**
- **Examination clock stops**
- **Candidate remains under supervision**

Frequent Breaks: Frequent breaks are breaks that must be taken by a candidate while a test is in progress. Some candidates, because of documented physical discomfort or a documented inability to concentrate for extended periods of time, require frequent breaks during the test. For example, a person with a physical discomfort, such as a bad back, may require time to stand and to leave the testing room to relieve pain. In all instances, while allowing frequent breaks during the test, the candidate must remain under full and constant supervision by the Chief Examiner or Alternate Examiner. For breaks between parts of the test battery, such as between the Social Studies and Science Tests, no permission is required. For breaks within a test, such as ***during*** the Social Studies Test, permission is required. Breaks during a test require that the candidate remain in the presence of the Chief or Alternate Examiner except when testing occurs in a hospital or rehabilitation facility and the candidate requires medical attention during the break. Although every effort should be made to be attentive to the needs of candidates with disabilities, the Chief or Alternate Examiner must remain attentive to test security when administering the tests with accommodations.

In all cases, the professional who has documented the disability or need must clearly specify the frequency and duration of the breaks required with each test.

Sign language interpreter for test instructions and essay topic only

Interpreter: A certified sign language interpreter may be used to interpret test instructions and the essay topic only—not the multiple-choice test questions—to candidates with hearing impairments. Such an interpreter must not be a relative or friend of the candidate. Long-standing professional relationships between a candidate and interpreter do not disqualify the interpreter. The interpreter must be certified by a national or regional certifying agency. For instructions on how a sign language interpreter can be used in accommodated testing situations, see Section 7.7-1.

Scribe to record answers or essay response at direction of the candidate

Scribe: A scribe is someone who records the answers to multiple-choice questions or the essay as dictated by the candidate. This accommodation is appropriate for those who have documented difficulty writing as a result of visual or physical impairments or specific learning disabilities. For adults with limited use of their arms, the scribe is also responsible for turning the pages of the test booklet or operating the audiocassette player. (See Section 7.6 for instructions on how to be a scribe.)

Use of calculator

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Not permitted:

- **Readers**
- **Rulers**
- **Computers — except in case of severe disability**

Calculator: Adults who are legally blind are entitled to use a talking calculator or abacus on the Mathematics Test. Adults with physical and learning disabilities may be granted the use of a calculator only by written permission of GEDTS. The need to use a calculator must be documented by a qualified and licensed professional. Calculators with advanced memory functions that can store both problems and answers in their memory are prohibited in all cases.

7.2-3 Accommodations Not Allowed

Computers: Computers represent "unreasonable accommodations" for the GED Tests since they present the risk that test items may be stored on hard drives. The cost to test security, should such violations occur, would be great. For this reason, computers may not be used to write essays or record test answers except as described below. Word processing and spell checking programs may never be used.

Exceptions to the prohibited use of computers may be granted by the GEDTS in extreme circumstances. Such cases are reviewed on a case-by-case basis. In the past, computer use has been permitted for quadriplegic individuals who could not move any parts of their bodies or speak but who could communicate with the assistance of a computer controlled by eye contact. In some instances, candidates with visual impairments have written their essay using a brailler connected to a computer that printed the essay in regular type. Other computer-controlled reading machines have also been allowed. These accommodations require approval from the GED Administrator and GEDTS.

Readers: Because the GED Tests are available on audiocassette, the tests may not be read to candidates. If a candidate with visual impairments wishes to take the Spanish-language tests, contact GEDTS for guidance:

Director of Partner Outreach
GED Testing Service
One Dupont Circle NW
Washington, DC 20036
(202) 939-9490; fax (202) 775-8578
E-mail: ged@ace.nche.edu

Candidates may take the Large Print test upon request, within normal time limits.

Rulers: Measuring devices such as rulers and scales may not be used because they may serve as an unauthorized aid in certain portions of the tests. For candidates requiring the use of a straightedge as a reading or spatial orientation aid, see Section 7.2-4.

7.2-4 Accommodations Not Requiring Approval by GEDTS-Trained Personnel

The Chief Examiner may permit the use of the following adaptations and devices without prior approval from the GED Administrator, GED Testing Service, or GEDTS-trained and -certified personnel:

Colored transparent overlays: These devices, which resemble tinted overhead transparencies, are widely used by persons with visual impairments and those with learning disabilities who have difficulty decoding written words and symbols.

Clear transparent overlays and highlighter: The combination of clear (untinted) overlays and a highlighter can be used with the candidate who needs to use a highlighter while reading. The highlighting takes place on the clear overlay

and protects the test booklet from becoming marked. All used overlays must be collected at the end of each testing session.

Temporary adhesive notes (e.g., Post-it® Notes) with spatial directions: Candidates can affix temporary "sticky" notes on the answer sheet to accommodate a disability affecting spatial orientation. For example, the candidate might flag the sheet for top, bottom, right, and left.

Earplugs: The candidate may use earplugs as an aid in concentration. Some large-volume or busy testing centers routinely distribute disposable earplugs to all candidates.

Large print test: The candidate may use the large print edition of the tests under normal time limits upon request to the Examiner. It is recommended that each GED Testing Center order at least one large print test battery per year for this purpose.

Magnifying glass: The candidate may use his or her preferred type of magnifying device during test-taking. If the candidate uses a magnifier during a standard testing session, the Examiner should take additional care to stagger test forms and must seat the candidate in a way that precludes other candidates from seeing his or her test materials.

One test per day: Candidates may take one test per day upon arrangement with the Chief Examiner at the designated testing center.

Straightedge: Candidates may use a plain, unmarked straightedge made from any safe material as an aid in spatial orientation and reading. If the straightedge is an additional piece of scratch paper issued by the Examiner, it must be collected at the end of the testing session and destroyed with any other scratch paper.

Other devices as deemed appropriate: GEDTS allows all other devices without permission as long as they compensate for the disability and do not provide an unfair advantage.

Because the GED Testing Center may not have the candidate's preferred device on hand, the candidate may be permitted to bring his or her own magnifier, overlays, etc., to the testing session. It is the Chief Examiner's prerogative to examine these materials to ensure that they do not contain any unauthorized testing aids.

The GED Chief Examiner is responsible for tracking the use of these aids by candidates. All requested uses of the large print edition, including those not requiring documentation of a disability, are counted in the center's Annual Statistical Report (see Section 4.5-1).

Accommodations not requiring prior approval:

- Colored transparent overlays
- Transparent overlay with highlighter
- Earplugs
- Large print test with normal time limits
- Magnifying device
- One test per day
- Straightedge
- Other study aids that do not provide unfair advantage

Record all accommodations and use of nonstandard editions in Annual Statistical Report.

7.3 Verification of Need and Approval of Nonstandard Testing Accommodations

POLICY: Any candidate wishing to complete the GED Tests under nonstandard conditions or to use nonstandard editions of the test must provide the Chief Examiner with written verification, by a certified professional person, of that candidate's inability to perform test-taking skills required by standard conditions and must include a specific justification for administering the GED Tests under such conditions.

Requests for accommodations

- Use Form L-15 or SA-001
- Must have GED Administrator's approval

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GED Administrator must approve requests for accommodation.

Exceptions to stated GED policy must be referred to GEDTS.

Unique or controversial requests

Steps in approval process allow for exchange of information.

7.3-1 Approval: Procedures and Authorized Persons

Approval for use of the nonstandard editions and for modification of standard testing conditions must be obtained from the GED Administrator. All requests for accommodations during GED test administration must be accompanied by one of the following documents: (1) an original (not photocopied) Form L-15: Accommodation Request for Learning Disabilities and/or Attention-Deficit/Hyperactivity Disorder or (2) Form SA-001: Accommodation Request for Physical and Mental Disabilities.

In no case shall an accommodation be provided without the submission of the appropriate accommodation form and the approval of the GED Administrator.

The large print edition of the GED Tests may be used under normal time limits upon request of the candidate.

For nonstandard testing accommodations based on learning disabilities, and for any exceptions to the policies described in the *GED Examiner's Manual* (such as use of a calculator or computer, or an individual test lasting more than one day), approval must *also* be granted by GEDTS.

GED Administrators may delegate, in writing, authority to specific GED Testing Centers to approve special accommodations for candidates with physical and mental disabilities as well as certain specific learning disabilities (SLD) with the appropriate training. Such delegation might be appropriate for large testing centers or for centers at schools or rehabilitative facilities that have staff with expertise in serving adults with disabilities. These centers must document all accommodations requested and granted using GEDTS Forms L-15 (available through GEDTS Form 100, Appendix B5) and SA-001 (see Appendix E3) and report this information yearly in the Annual Statistical Report (see Section 4.5-1).

When requests for accommodations are beyond those listed in Section 7.2-2, GED Administrators will forward the documentation of the disability and related exceptional request for accommodation to GEDTS in Washington, DC, for approval. Exceptional requests for accommodation cannot be granted without GEDTS approval.

Detailed information on accommodations appropriate to persons with disabilities follows in Sections 7.7 and 7.8.

7.3-1.1 Steps in the Approval Process Using the GEDTS Model

1. Candidate submits Form L-15 or SA-001 to GED Chief Examiner.
2. GED Chief Examiner determines that documentation is complete on Form L-15 or SA-001.
3. GED Chief Examiner forwards Form L-15 or SA-001 to GED Administrator for the initial screening review.
4. GED Administrator informs GED candidate of approval, nonapproval, and/or a request for further information or an update to existing information.
5. When further information is presented, the Administrator sends a letter of approval or nonapproval, or submits the request to GEDTS for an expert review.

A clinical case review is available for those cases that do not fit the GEDTS model. An appeals panel review is available for any request that has been denied at the state, provincial, or national level.

If a request for accommodation is considered unique and/or controversial, it can be brought to the National GED Disabilities Advisory Committee for inclusion in its discussion agenda.

Candidate is notified of review outcome by letter.

7.3-1.2 Notification of Review for Requested Accommodations

In all cases of requested accommodations, a letter will be forwarded to the candidate who has made an accommodation request using either Form L-15 or SA-001. This letter will state whether the request has been approved. The letter will also clearly outline (1) what accommodations have been approved and (2) what accommodations have not been approved, as well as (3) the reasons for any unapproved accommodations. The letter will also specify any additional information that is needed before approval can be given.

In no case can a Chief Examiner overrule the decision of the GED Administrator, the Administrator's designee, or GEDTS.

7.3-1.3 When Approval from GEDTS Is Required

When GEDTS must approve request in writing

Requests for accommodations due to learning disabilities and ADHD that do not meet the criteria of the screening model per GED Administrator training must be sent to GEDTS for clinical case review. However, if it is clear that the accommodation requested is not a learning disability and/or deficit in attention, the GED Administrator may deny the request.

When it seems a learning disability or ADHD may exist but the request does not meet the criteria of the GED screening model, the GED Chief Examiner may request further documentation. If the necessary documentation is submitted, then the request can be approved. If subsequent documentation does not meet the criteria, the request can be sent to GEDTS for clinical review.

7.3-1.4 Approval of Written Requests for Accommodation

When GEDTS-trained and -certified person must approve request in writing

GEDTS, or an individual trained and certified by GEDTS to approve requests for nonstandard testing accommodations, must approve the following requests in writing:

A. Requests based on SLD or ADHD.
B. Testing on any one test such as Writing Skills, Science, etc., which takes place over more than one day.
C. Use of a computer.
D. Use of a calculator except as specified for candidates with visual impairments in Section 7.7-2.
E. Requests for accommodations not specifically described in the *GED Examiner's Manual*.

7.3-1.5 Appropriate Professionals

Who may document need for accommodations

Professionals certified to document the need for accommodations include medical doctors, psychologists, and educational diagnosticians. The professional must be certified and licensed in a discipline relevant to the disability. He or she must be able to provide verification that an accommodated administration of the GED Tests is justified.

Any person who performs assessments, diagnoses learning disabilities, and/or recommends testing accommodations must be a professional who is certified and licensed to perform these functions. It is essential that such professionals have comprehensive training and hands-on experience with specific learning disabilities in late adolescents and adults and that this background be directly related to their professional qualifications.

Clinical or educational psychologists, school psychologists, neuropsychologists, learning disabilities specialists, and medical doctors are among those considered qualified to evaluate learning disabilities in the GED candidate population (ages 16–90). Other professionals may be considered qualified as warranted by their credentials and licensure and the candidate's specific need(s).

Evaluators must provide name, title, address, phone, professional credentials, licensure, and certification as appropriate to their specialty.

The request for testing accommodations must provide the evaluator's name, title, and professional credentials. It must also include information about the evaluator's certification (e.g., licensed psychologist), licensure (license number and granting jurisdiction), and area(s) of specialization. The request should also provide information about how to contact the professional at his or her current practice or place of employment (mailing address, telephone, fax, and e-mail). All requests should be typed whenever possible, dated, signed, and otherwise legible. Supporting documentation, if provided, should be on letterhead and likewise dated, signed, and legible.

Use of diagnostic terms and language indicating a learning disability by a person who is not trained in the area of the diagnosis is unacceptable. Evaluations by professionals performed on members of their family are not appropriate. Throughout the assessment process, evaluators should be aware and respectful of culture and language differences in the GED candidate population.

An advocate for the GED candidate, such as a counselor, special education teacher, or social worker, while not qualified to diagnose the condition, may complete the appropriate request forms (SA-001 or L-15) and verify the candidate's need for accommodation using existing documentation.

The purpose of verification is to ensure that only those candidates with qualifying physical, mental, or specific learning disabilities receive accommodations and the use of nonstandard editions of the GED Tests. GEDTS intends for the verification process to be conducted promptly with sensitivity to the needs of candidates.

NEW! Refer to Appendix A for a copy of the *NCME Code of Ethics*.

In addition, the GED Testing Service of the American Council on Education endorses and abides by the National Council on Measurement in Education (NCME) *Code of Professional Responsibilities in Educational Measurement*. Although the NCME Code is intended primarily for NCME members, GEDTS joins NCME in encouraging other organizations and individu-

als involved in educational assessment to uphold the principles of the NCME Code that are relevant to their functions and/or professions, especially as these relate to the GED testing program. A copy of the NCME Code of Professional Responsibilities is located in Appendix A and may be viewed on the Internet at <http://www.natd.org/Code_of_Professional_Responsibilities.html>.

7.3-1.6 Certifying and Diagnosing Professionals

All documentation presented in diagnosis of a disability must be the determination of a professional who is licensed or certified according to the professional understandings of the relevant professions, e.g., psychologists in private practice must have licensure. However, psychologists practicing within a public school or other similar settings will need certification from that agency.

In all cases, individuals who perform diagnoses must meet specific governmental guidelines for licensure or certification within the state, province, or other jurisdiction. GEDTS retains the right to not accept as proof of disability any request that is submitted on the behalf of the candidate by anyone other than a trained, licensed, or certified professional.

Diagnosticians who have licensure or certification must provide the number and date of expiration of that license or certification. Psychologists and medical doctors, in particular, must provide a license or certification number and date of expiration.

The table below offers a listing of the professionals specifically trained to make diagnoses in various areas of disability.

Professionals Making Disability Diagnoses

DISABILITY TYPE	LICENSED OR CERTIFIED PROFESSIONAL
Learning Disabilities	**Psychologists, school psychologists, educational specialists with advanced training**
Attention-deficit/ Hyperactivity Disorder	**Psychologists, psychiatrists, physicians**
Physical Disabilities	**Physicians, specialists in a particular area such as audiologists**
Mental Disabilities	**Psychiatrists, psychologists, social workers, school psychologists, licensed professional counselors**

- The professional must clearly state that the candidate has the potential, commensurate with a high school senior pass rate of 67 percent, to pass the GED Tests.
- The professional must clearly verify how the disability significantly negatively affects the candidate's ability to be successful on the GED Tests.
- The professional must clearly provide a diagnosis using the DSM-IV code (DSM-IV refers to the *Diagnostic and Statistical Manual of Mental Disorders, Fourth Revision*, published by the American Psychological Association, Washington, DC, in 1994) or using the Health Care Financing Administration (HCFA) medical insurance code for the stated condition.

The diagnosing professional should also define the relevance of the requested accommodation to the stated need for accommodation.

7.3-1.7 Certifying Advocates

Advocates assist GED candidate with documentation and application process.

A certifying advocate for the GED candidate may be one of the licensed or certified professionals who has made diagnosis. He or she may also be a professional such as a counselor, special education or adult education teacher, or social worker. While the certifying advocate is not qualified to diagnose the condition, he or she may complete the appropriate request form (SA-001 or L-15). By transferring information from the diagnostic reports to the form, the certifying advocate verifies the candidate's need for accommodations based on the information contained in those reports. The advocate is encouraged to comply with the *NCME Code of Ethics*, found in Appendix A5.

7.3-1.8 Documentation

All requests for GED test accommodations must be accompanied by a completed Form L-15 (ordered using Form 100 in Appendix B5) for learning disabilities and/or ADHD, or Form SA-001 (see Appendix E3) for physical and mental disabilities.

The request for accommodation must include:

1. Diagnosis using either DSM-IV (for SLD, Mental Disability, and ADHD) or HCFA numerical codes (for physical disability);
2. A statement or test results attesting to the cognitive potential of the candidate requesting accommodation;
3. A statement of how the disability currently, significantly, and negatively affects the candidate's academic achievement; and
4. A statement of how the accommodation(s) requested meets the needs of the identified disability.

Except as noted below, written documentation on current GED forms should be obtained. Use Form SA-001 (see Appendix E3) for requests based on physical or mental disabilities and Form L-15 (ordered using Form 100 in Appendix B5) for requests based on specific learning disabilities and attention-deficit/hyperactivity disorder. (See Sections 7.7 and 7.8 for specific guidelines and illustrations.)

The request must document the disability, how the disability negatively affects the candidate's ability to perform successfully on the GED Tests, and how the requested modifications can be expected to ameliorate the negative effects of the disability. For those candidates requesting accommodations because of learning disabilities or attention-deficit/hyperactivity disorder, the request must also demonstrate that the candidate is otherwise qualified (see Section 7.1-1). In all cases, the candidate should be encouraged to actively participate in the documentation process.

Reasonable accommodation is founded in a professional assessment of how the candidate's disability negatively affects his or her academic performance at the time of the assessment. It is, therefore, in the candidate's best interest that recent and appropriate documentation reflect the candidate's current experiences in his or her learning environment.

For nontraditional students, flexibility in accepting documentation is essential. However, sometimes the documentation is out of date or short on relevant content. Because the candidate's performance may have changed since the last assessment, older documentation may not effectively address the candidate's skill level, his or her need for accommodations, or both. An update to the evaluation report may, therefore, be appropriate. Since the purpose of the update is to determine the candidate's present need, such an update must be conducted by a qualified professional and must clearly describe the candidate's need for ongoing services and/or accommodations. The update should also reflect how these needs have changed since the candidate's last assessment.

An individualized education plan (IEP), 504 plan, or other such school-based plan for educational services is insufficient documentation to determine eligibility for accommodations for GED testing. Such plans often offer helpful information when placed alongside more comprehensive assessment and clinical interview materials.

7.4 Definition, Documentation, and the Process of Requesting Accommodations

7.4-1 Physical Disabilities: Definition, Documentation, and Request Process

A physical disability is a documented condition such as cerebral palsy, epilepsy, or blindness that severely limits the candidate's ability to perform the essential skills required to take the GED Tests.

Physical Disabilities

- **Use Form SA-001**
- **Document disability using HCFA code**
- **State need**

Documentation of requests due to physical disabilities will be made using GEDTS Form SA-001 in Appendix E3. GEDTS Form SA-001 can be completed in consultation with the appropriate diagnosing professional or with a review of the medical record.

The GED Chief Examiner must submit requests for accommodation due to physical disabilities to the GED Administrator for approval using Form SA-001 (see Appendix E3). Approval from the GED Administrator is required for testing accommodations on the basis of physical disabilities.

In accordance with existing laws, the candidate must, by signing the form, agree to a release of his or her personal medical information. Requests that have not been signed by the candidate (and his or her parent or guardian, if applicable) will be returned to the Chief Examiner without approval.

7.4-2 Mental Disabilities: Definition, Documentation, and Request Process

Emotional or mental disabilities are disabilities in thought patterns and behavior that may limit a candidate's ability to be successful on the GED Tests. Such disabilities would include conditions such as schizophrenia, major depression, Tourette's syndrome, autism, etc.

Mental Disabilities

- **Use Form SA-001**
- **Provide DSM-IV code**

When the candidate's ability to pass the GED Tests is documented, and there exists a clear DSM-IV diagnosis as well as a clear definition of how the mental illness significantly and negatively affects the candidate's current academic achievement, accommodations can be provided. For example, a candidate may have the

cognitive potential to pass the GED Tests but currently may be experiencing major depression. The candidate may be slow in thought due to the depression and currently taking medication that slows motor response. A request for extended time based on the diagnosis of depression could be approved if the request clearly states how the disability affects academic achievement.

Most verification of need of an emotional disability and necessary reasonable accommodations can be made using Form SA-001 (see Appendix E3) in the manner described for a physical disability (see Section 7.4-1). For ADHD, use Form L-15 (ordered using Form 100 in Appendix B5) until further notice. Section 7.4-4 lists the distinct elements that must be present in documentation of an attention-deficit/hyperactivity disorder. The process for documenting ADHD follows the same process as that established for documenting specific learning disabilities.

7.4-3 Learning Disabilities: Definition, Documentation, and Request Process

7.4-3.1 Definition of Learning Disabilities

Definition of Learning Disability

The GED Testing Service (GEDTS) uses the U.S. Office of Education's 1977 definition of a specific learning disability (*Federal Register*, 42:250, p. 65083. Washington, DC: U.S. Government Printing Office).

The term "learning disability" means a disorder in one or more of the basic psychological processes involved in understanding or using language, spoken or written, which may manifest itself in an imperfect ability to listen, speak, read, write, spell, or do mathematical calculations. The term includes such conditions as visual-motor dysfunction, dyslexia, aphasia, dyscalculia, dysgraphia, and other disabilities that may significantly, unexpectedly, interfere with the expression of overall cognitive potential.

The term does not include [persons] who have difficulty with learning that is primarily the result of visual, hearing, or motor disabilities, or mental retardation, or emotional disturbance, or of...[educational], cultural, or economic disadvantage.

7.4-3.2 Documentation of Learning Disabilities

GEDTS Form L-15 must be completed and submitted to the Chief Examiner along with any necessary supporting documentation. Supporting documentation may be psychological or educational reports, individualized education or teaching plans (IEPs or ITPs), relevant medical information, etc. The local Chief Examiner will forward the form and the information provided to the GED Administrator.

Documentation must show

- **Candidate's cognitive potential**
- **Evidence of disability**
- **Impact of dysfunction on current achievement**
- **Difficulty is not result of other factors**

Form L-15 asks for four specific criteria relative to a learning disability:

1. Documentation of overall cognitive potential to pass the GED Tests.
2. Documentation of an information processing dysfunction or disability.
3. Documentation of the significantly negative impact of the information processing dysfunction on current academic achievement.
4. Clarification that the disability defined is not the result of educational, emotional, or cultural factors; e.g., that low achievement scores are not because a person did not attend school.

Refer to Section 7.4-3.4 for a more detailed discussion of the criteria and their specific elements.

7.4-3.3 Qualifications of Diagnosticians

All assessments must be conducted in accordance with established criteria of the test being used and governmental guidelines regarding certification or licensure. This information must be included on Form L-15. Licensure and certification of the person performing the assessment must be current.

Psychological tests are often Level C tests and must be administered by a person with a Ph.D. or advanced training as approved by the test publishing company. The professional must be trained to administer Level C tests and certified or licensed to administer Level C tests. The Wechsler Adult Intelligence Scale, 3rd Edition (WAIS-III) and the Wechsler Intelligence Scale for Children, 3rd Edition (WISC-III) are examples of Level C tests.

Educational tests are often Level B tests. They require advanced training in the field of education but they do not require licensure or certification. For example, the Woodcock-Johnson Psychoeducational Achievement Battery (WJ-R) is a Level B test.

7.4-3.4 Elements in Documentation of Learning Disabilities

Documenting a Learning Disability

- **Clinical interview**
- **Psychoeducational assessment**
- **Assessment of information processing dysfunction**
- **Assessment of educational achievement**
- **Disability defined. DSM-IV Code**
- **Standard scores**
- **Supporting documents**

Clinical Interview: A clinical interview is used to determine what accommodations will be granted to requests that do not fit the GEDTS model. All supporting documentation must be sent to GEDTS. Such documentation may include previous school records, IEPs, ITPs, and medical records. The experts will seek to determine if the disability has been long standing. This group may review past educational or employment records in an effort to clarify the nature of the processing dysfunction and the nature of the negative impact of this dysfunction on a candidate's potential to be academically successful.

Psychoeducational Assessment: A psychoeducational assessment must be composed of: (1) documentation of overall potential; (2) documentation of an information processing dysfunction; (3) documentation of the significant negative impact of the identified information processing dysfunction on current academic achievement; and (4) clarification that the disability identified is not due to emotional, educational, or cultural factors.

The assessment of overall potential includes a primary assessment and may include a secondary assessment. As a "primary measure of overall potential," scores on the Wechsler Intelligence Scales (WISC-III, WAIS-R, or WAIS-III) or the Stanford-Binet Intelligence Scales-Fourth Revision (SBIS-IV) are required. Commonly known as "IQ tests" for their use in describing a person's intelligence, these are Level C tests that require extensive training of the person who administers the test. Supporting documentation of intellectual potential using tests that require less rigorous norming and less rigorous training standards can also be provided. GEDTS terms such tests "secondary measures of intellectual potential." Secondary measures are used to clarify or provide more specific information about primary testing and to update earlier testing as defined below. When documenting the disability, the professional should indicate the highest measure of overall potential, whether it is from an approved primary or approved secondary measure of potential. Primary measures include WAIS-R, WAIS-III, WISC-III, WISC-R and SBIS-IV. Secondary measures include WJ-C; PPVT-R or 3; TONI-R; KAIT; KBIT; WRIT; DAS; and Ravens Progressive Matrices.

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Documenting a Learning Disability

- **Clinical interview**
- **Psychoeducational assessment**
- **Assessment of information processing dysfunction**
- **Assessment of educational achievement**
- **Disability defined/DSM-IV Code**
- **Standard scores**
- **Supporting documents**

A primary assessment of potential must represent adult cognitive thinking (i.e., at 12 years of age or above). If an adult were 40 years old and was administered the WISC-R or WISC-III when he was 13 years old, the scores could be used as primary measurement of overall potential. However, results for a person now aged 21 who was tested at age 8 cannot be accepted as primary measures unless a current secondary measurement is also provided. In no case should a WISC-III score from an assessment performed when the candidate was a child be accepted as the primary measure of potential when documenting a learning disability.

Assessment of Information Processing Dysfunction: Information processing is an assessment of the specific learning disability, e.g., a visual sequencing disability. For the purposes of the GEDTS model, information processing can be defined using several methods. The first method is a comparison of the Wechsler Verbal and Performance Intelligence Quotients. A difference of 8 points or more is indicative of an information processing dysfunction. The second method is a significant difference in the factor score of three or more points as defined in the GEDTS *SLD Training Manual*. The third method is documenting a statistically significant difference (more than 15 points) between Wechsler Index Scores. In the fourth method, a test that looks at information processing (for example, the Test of Written Language) is administered to determine whether a standard score discrepancy of 15 points or more exists between that test and the highest IQ score. In the fifth method, tests traditionally used to define information processing weaknesses such as the Bender Gestalt Test of Visual Motor Functioning or the Wepman Test of Auditory Discrimination may be used. Results may not be presented in standard score format, but the psychologist or specialist can discuss the findings as indications of significant information processing dysfunction. Refer to the *SLD Training Manual* for more information on these tests or go to the web page at <http://gwis2.circ.gwu.edu/~kkidgedhome.htm> for a more detailed discussion of these tests.

Assessment of Educational Achievement: An educational assessment must provide a comprehensive picture of the candidate's current educational achievement. Tests must be normed and results must be reported in standard scores. GEDTS accepts as "primary measures of educational achievement" the WJ-R, PIAT-R, WIAT, SASA, and K-TEA. Secondary measures of educational achievement may be used to assess a specific area of functioning (e.g., the Woodcock-Johnson Tests of Reading Achievement) or to provide additional information about current academic achievement (e.g., WRAT-3). Secondary tests of achievement may also be used to update educational testing that might otherwise be considered outdated. In general, tests of educational achievement are Level B tests. They must be administered by someone who is trained in their administration.

It is important to know that the accommodations provided meet the current learning needs of the candidate. Educational assessment, therefore, must be relatively current. This means testing should not be more than 3 years old. Where a primary measure of educational achievement, such as the WJ-R, is 5 years old, a secondary measure such as the WRAT-3, which takes much less time to administer, could be given. Both the WJ-R and the WRAT-3 scores would then be provided on Form L-15.

Disability Defined: The assessment must relate to the area of defined disability. For example, if dysgraphia, a writing disability, were defined, achievement testing should clearly look at this area and clearly show a significant academic discrepancy in that area. In other words, the information

processing deficit described in the previous paragraphs must correspond to the specific areas of functioning weakness identified in the educational achievement assessment in a way that is statistically significant (usually 15 or more points).

Standard Scores: Test scores for both educational and psychological testing should be reported in standard score format. This means that test scores will have a mean of 100 and a standard deviation of 15, in most cases.

Supporting Documentation: When available, previous school records, psychological reports, and IEPs can be used as supporting information to further document a need for accommodations.

7.4-3.5 Exclusions to Documentation of Learning Disabilities

When an information processing dysfunction is not defined and it cannot be certain that low academic achievement is not due to emotional or cultural factors, accommodations for learning disabilities cannot be given. Accommodations may be available for emotional factors, but those requests will be made on Form SA-001 (see Appendix E3).

7.4-4 Attention-Deficit/Hyperactivity Disorder (ADHD): Definition, Documentation, and Request Process

7.4-4.1 Definition of Attention-Deficit/Hyperactivity Disorder (ADHD)

Definition of Attention-deficit/hyperactivity disorder (ADHD)

ADHD is an inability to sustain focused attention. Diagnostic symptoms for the disorder are defined in the *Diagnostic and Statistical Manual-Fourth Revision* (DSM-IV), a manual published by the American Psychological Association that defines mental disabilities.

This disability will have a DSM-IV code of 314.00, 314.01, or 314.9. The specific conditions are called:

- Attention-Deficit/Hyperactivity Disorder, Combined Type, 314.01
- Attention-Deficit/Hyperactivity Disorder, Predominantly Inattentive Type, 314.00
- Attention-Deficit/Hyperactivity Disorder, Predominantly Hyperactive-Impulsive Type, 314.01
- Attention-Deficit/Hyperactivity Disorder, Not Otherwise Specified, 314.9

7.4-4.2 Documentation of Attention-Deficit/Hyperactivity Disorder (ADHD)

GEDTS Form L-15 must be completed and submitted to the Chief Examiner along with any necessary supporting documentation.

Statement from Diagnosing Professional: A professional licensed to make a diagnosis of ADHD must provide a written statement defining the nature of the disability and how it currently negatively affects a candidate's academic achievement. Professionals licensed to make a diagnosis of ADHD are psychiatrists, licensed psychologists, and physicians.

Diagnosing professional

- **Defines disability with DSM-IV diagnosis**
- **States candidate has ability to pass GED Tests**
- **Describes effect of ADHD on current achievement**

Supporting Documentation: Information must be available to support the diagnosis and to support the requirement that the candidate, in general, has the cognitive potential to pass the GED Tests. This information can be provided through the use of psychological assessment, assessment of ADHD with standardized measures of attention such as the Conner's Continuous Performance Test (CPT). Support can also come in the form of a letter from the professional, on the professional's letterhead stationery, stating clearly:

- the DSM-IV diagnosis;
- that the candidate has overall cognitive potential to pass the GED; and
- that current academic achievement is negatively impacted.

Date of Assessment: Since ADHD is also presumed to be a neurobiological/behavioral disability, the disability must be current. Therefore, test results and the letter documenting the nature of the ADHD must have been obtained within the past year. Specific issues of documentation include evidence regarding the intensity, frequency, and duration of the purported ADHD symptomology. In addition, if the candidate is taking medication to treat the ADHD, evidence must be provided as to the medication's effectiveness and the degree to which it affects the candidate's daily performance.

7.4-4.3 Qualifications of Persons Assessing Attention-Deficit/ Hyperactivity Disorder (ADHD)

Diagnosing professionals for ADHD

- **Psychiatrists**
- **Licensed psychologists**
- **Physicians**

In all instances, those making diagnoses must be licensed to do so. A school counselor or a drug treatment counselor, for example, is not licensed to make a diagnosis of ADHD. Refer to Section 7.3-1.6 for a table of professionals specifically trained to diagnose different disabilities.

7.4-5 Specific Interventions in Testing Environment for Candidates with Specific Learning Disabilities (SLD) and Attention-Deficit/Hyperactivity Disorder (ADHD)

Reading Disability (Dyslexia): If the SLD condition affects reading speed, the candidate may be granted extended time, usually time and a half. This means that for a test that normally takes 60 minutes, the SLD candidate may be allowed 90 minutes. Double time may be allowed with documentation of a profound disability. If reading is enhanced by using large print, that edition might be used. A candidate may always take the large print test simply by requesting it. No documentation is needed unless extended time is also required.

If the candidate cannot read print, the audiocassette edition may be administered. The audiocassette is accompanied by a large print test with enlarged graphics. The audiocassette is tone-indexed so that candidates can locate parts of the tape they would like to listen to again. Under these accommodated administration conditions, the essay topic may be read aloud to the candidate.

Written Language Disability (Dysgraphia): When the SLD condition affects a candidate's ability to produce written material, a scribe may be provided. The scribe writes the candidate's essay as the candidate dictates. The candidate must tell the scribe where to place punctuation marks, indicate sentences and paragraphs, and spell certain words (see Section 7.6).

When SLD affects a candidate's sense of space and direction, a scribe may also fill in the "bubbles" on the answer sheet. For reasons of equity and test integrity, GEDTS does not currently allow word processors as adaptive devices for written language disorder (see Section 7.6 or use the information sheet in Appendix E6).

Changes to testing environment used with SLD and ADHD

Mathematics Disability (Dyscalculia): If the candidate's SLD affects math calculation but not reasoning, he or she may request to use a calculator for the Mathematics Test. However, since a calculator might provide an unfair advantage, documentation must be provided.

Attention Deficit Disorder (with or without Hyperactivity): When evidence shows that the attention deficit condition disrupts attention or behavior, other accommodations may be requested. The attention deficit condition can, for instance, interfere with the length of attention or the ability to sit for regular test periods. A candidate may be easily distracted by noise or movement or both. A candidate may be capable of, but much slower at, integrating information (reading, problem solving, marking an answer) than others. For such candidates, frequent breaks, private testing, and/or extended time may be approved. Professionals who document such needs must specify appropriate schedules for testing and break periods.

When a candidate is entitled to frequent breaks, the test administration clock stops during the breaks and continues when the candidate resumes the test. During such breaks, the candidate must remain in the presence of the Chief Examiner and may not leave the testing room unaccompanied.

7.4-6 Appeal of Decisions about Accommodated Testing

Appeals process

The GED Administrator for the state, province, territory, or other jurisdiction performs the initial screening review of the candidate's request for accommodation. In the event that the candidate disagrees with the ruling of that person, the candidate can make an appeal. The appeal will be reviewed by a panel of independent experts with background in the relevant disability area.

To initiate a clinical case review on behalf of the candidate, the GED Chief Examiner takes the completed, original Form L-15, attaches all supporting documentation included in the clinical file, and forwards the materials to:

Disabilities Appeals Panel Review
Partner Outreach Unit
GED Testing Service
One Dupont Circle NW
Washington, DC 20036

If the candidate disagrees with the findings of the appeals panel, the request and documentation can then be sent to GEDTS for a clinical case review. The clinical case review will be the final level of review provided by GEDTS. Such requests should be addressed as follows:

Clinical Case Review
Partner Outreach Unit
GED Testing Service
One Dupont Circle NW
Washington, DC 20036

7.5 What a Testing Center Is Required to Do for Special Testing Accommodations

GED Testing Centers must offer services to candidates with disabilities.

In accordance with the Americans with Disabilities Act of 1990 (see excerpt in Appendix E1) and the Canadian Charter of Rights and Freedoms (see summary in Appendix E2), a GED Testing Center must ensure that testing services are provided to candidates with disabilities in order to continue to qualify as an Official GED Testing Center.

7.5-1 Publicity

GED Testing Centers must widely publicize the availability of nonstandard editions of the GED Tests and accommodations in testing so that all potential candidates are aware of their opportunities. Chief and Alternate Examiners are especially encouraged to elicit the cooperation of special education and vocational rehabilitation agencies as part of this publicity effort.

7.5-2 Test Schedules

The Chief Examiner must arrange a nonstandard administration of the GED Tests for a mutually convenient time. The Chief Examiner is expected to take the initiative to discuss the details of the nonstandard administration with the candidate. In many cases, nonstandard testing accommodations must take place in individual sessions.

7.5-3 Accessibility

The test setting must be accessible to the candidate. Nonstandard test administrations should ordinarily be conducted at the GED Testing Center but, when necessary, may take place at another site (such as the candidate's home or hospital room) that is mutually agreeable to the Chief Examiner and the candidate. The Chief Examiner must follow appropriate test security measures in such instances (see Sections 7.5-5, 6.4-3, and 4.3-8).

7.5-4 Test Environment

The Chief Examiner should determine the needs of each candidate by consulting with him or her as well as with any professionals who have been working with the candidate. As with all test administration settings, the environment should be free from distractions, well-lighted, comfortable, and well-ventilated. A clock should be visible to the candidate.

Testing environment

- **Quiet**
- **Comfortable**
- **Privacy when needed**
- **Space for equipment**
- **Ask candidate about his/her needs**

The Chief Examiner must attend to both the physical and the psychological environment when testing under nonstandard conditions. Each candidate must be assured of adequately quiet surroundings in which to complete the GED Tests. Privacy must be available when it is required for successful testing or for preserving the dignity of the candidate. Ample work space should be provided with comfortable, low-glare lighting and with space for necessary electrical equipment or adaptive devices. The Chief Examiner should be familiar with the operation of any electronic aids the candidate will use. The Examiner should also understand how to use the services of an interpreter, if needed.

Although a Chief or Alternate Examiner may feel uncomfortable asking questions of candidates with disabilities, it is appropriate to ask for the information needed to make someone comfortable. Consult Section 7.6 for examples of many

of the issues that need to be addressed. Call the state, provincial, or territorial GED Administrator or GEDTS for additional guidance.

7.5-4.1 Orienting the Candidate

Orient candidates with disabilities to barriers, routine noises, workspace.

Many candidates with disabilities need orientation to the testing environment. Candidates with visual impairments, for example, need to be told the layout of the testing room. Will people be coming in? Will bells sound? Are there noises from adjoining rooms? Are there obstacles in the room of which they should be aware? They also need to know how to get to restrooms and eating areas during breaks. They should be informed of the location of stairs, slopes, or ramps in and outside of the test room.

Candidates with hearing impairments need to be told what is going on around them. Will a nearby class be dismissed during the test? The candidate should not have to feel concerned when large numbers of people are leaving the building.

Candidates with mobility impairments need to be made comfortable. Are desks or tables the correct height for a person in a wheelchair? If a person needs to be moved out of a wheelchair, then he or she needs to be stabilized in the new chair. Testing cannot begin until all such needs have been addressed.

7.5-5 Test Security

Test security

Test security is as important in a nonstandard testing environment as at any other time. Adults with disabilities face the same pressure for success as do other candidates. Sympathy for the disability of the GED candidate should not diminish the alertness of the Chief or Alternate Examiner. Attention must be paid to secure storage. Candidates may bring only approved supplies to the testing room. Scratch paper should be collected after each test. Friends or relatives of the candidate cannot provide help. Candidates must remain in the presence of the Chief or Alternate Examiner at all times during testing. Exceptions to this policy can be made only for those rare occasions when a candidate requires medical attention during the testing session.

7.5-6 Transportation of Tests for Nonstandard Administration

Transporting tests for administration to candidates with disabilities

To meet the needs of candidates with disabilities who cannot be tested at a GED Testing Center, the following arrangements are permitted:

A. The department or ministry of education may be established as an Official GED Testing Center that will stock secure forms of the tests for one-time nonstandard administrations. The GED Administrator may transport tests to a variety of locations on a one-time basis without authorization from GEDTS. Institutions to which tests are routinely transported must be listed on the annual contract as addendum sites. The GED Administrator may share nonstandard editions of the tests with other Official GED Testing Centers.
B. An existing Official GED Testing Center may be designated as a nonstandard testing center that, with a contract addendum, will be permitted to transport tests to specified facilities for nonstandard testing accommodations.
C. The Chief or Alternate Examiner of any official testing center may transport tests for an approved, one-time administration or for testing at a site that does not occur on a regular basis without a contract addendum.

D. A contract addendum is required for regular testing at a facility where no GED Testing Center is established. For information on executing a contract addendum, see Section 4.3-1.2.

Refer to Section 4.3-8 for procedures governing transportation of restricted testing materials. Violation of these procedures constitutes grounds for immediate and permanent closure of the GED Testing Center.

7.5-7 Fees

The fees charged to candidates for nonstandard editions or testing with accommodations must be the same as fees charged to all other candidates.

7.6 Instructions for a Scribe

Dictating answers and the essay to a scribe

Candidates with certain disabilities may be granted approval to dictate their answers to the multiple-choice questions and to dictate the essay portion of the Writing Skills Test to a scribe. The Chief or Alternate Examiner may serve as a scribe, when feasible. The goal of this accommodation is to provide a fair opportunity for testing and to provide neither a hindrance nor an advantage to those who use a scribe. The scribe must mark answers only as directed by the GED candidate. Examiners may reproduce and distribute the copy of these guidelines found in Appendix E6.

Candidates with disabilities must also be given the same opportunity as other GED candidates to plan, draft, and revise their essays. This means that the scribe may write down an outline or other plan for the essay as dictated by the candidate. The scribe must write down the words of the candidate exactly as dictated. When a draft of the essay is finished, the candidate must read the essay and dictate revisions. If the candidate's disability prevents him or her from reading the essay, the scribe must read the essay aloud and allow the candidate to dictate revisions.

The scribe's responsibility is to be an accurate and fair secretary, neither diminishing the fluency of the candidate nor helping to improve the writing.

The scribe's role includes the following:

A. At all times, the scribe must write only what the candidate dictates.
B. The scribe may not prompt the candidate in a way that would result in a better essay. Such prompts might be, "Let's list reasons to support your position," or "Do you want to give more examples?" Prompting would give the candidate unfair advantage.
C. However, the scribe may respond to questions such as, "Where are we on my outline?" by pointing to and reading the outline. "We just described the effects of automobile pollution that you listed as your first example."
D. The scribe should ask for the spelling of commonly misspelled words and homonyms such as to, two, too or there, their, they're. If the candidate uses a word that is unfamiliar to the scribe or a word that the scribe does not know how to spell, the scribe should ask the candidate to spell it.

How explicit does the candidate have to be about spelling, punctuation, and sentence structure in the essay?

Because good essay writing demands fluency, the scribe's job is to record the candidate's production accurately and not make the task more complicated. Clearly, a well-educated scribe could improve the mechanics (spelling, capitalization, and punctuation) of a weak essay. On the other hand, even the work of a capable writer who had to spell out every word would begin to sound stilted. The scribe's job, therefore, is to strike a balance.

Candidates must do the following:

A. Indicate the beginning and end of each sentence and paragraph.
B. Indicate all punctuation marks.
C. Without referring to a dictionary, spell all commonly misspelled words and all technical words associated with a topic such as chemical names, geographic places, and people's names. For example, if the topic related to nutrition, words such as carbohydrate, protein, and niacin should be spelled. The word fat would not have to be spelled.

Candidates, after indicating that they know to start a sentence with a capital letter and end with a period, or to capitalize the letter "I" when referring to themselves, do not have to continue to specify these conventions throughout. The scribe should apply these automatically.

The essay must be written in longhand, not typed or recorded in shorthand, to ensure that the essay readers do not know that the essay was written with accommodations. The candidate must have an opportunity to review and revise the draft. Cross-outs and insertions are allowed and not penalized in any candidate's essay. Essay readers will not be informed that any nonstandard accommodation was allowed.

The scribe will have to make many decisions about how to proceed in situations that are not described above. The guiding principle should be that the process of dictating an essay neither penalizes a candidate nor gives him or her an unfair advantage.

Note: Because of the difficulty and inaccuracy inherent in transcribing from taped dictation, the scribe must work directly with the GED candidate to ensure an accurate rendition of the essay.

7.7 Adaptations for Candidates Who Have Sensory or Motor Impairments or Affective Disorder

7.7-1 Adaptations for Candidates Who Are Deaf or Hard of Hearing

Candidates who are deaf or hard of hearing

- **Video instructions available**
- **Printed instructions available**
- **Center must provide qualified, licensed interpreter**

If the candidate is deaf or hard of hearing, the GED Administrator may approve the following adaptations, either singly or in combination.

Due to the nature of the accommodations to which deaf and hard of hearing candidates are entitled, Examiners should be aware that advance planning is required for testing individuals who are deaf or hard of hearing. Such activities include, but are not limited to: arranging for videotaping and video viewing equipment, providing a sign language interpreter or transliterator of the candidate's language choice, and other accommodations such as those described below.

A. A signed, captioned videotape of test instructions is available for deaf candidates to use if they prefer. The candidate may operate the remote control to pause and review the tape as necessary.
B. The candidate may read all printed instructions and information that would ordinarily be read aloud by the Chief Examiner and may ask questions in writing about test procedures.
C. A qualified, professional interpreter with the language preference of the candidate must be provided by the GED Testing Center, if requested, to interpret instructions and administration information. This interpreter must be certified as a speech transliterator or oral interpreter (CT or CI) obtained through the National Registry of Interpreters for the Deaf or a

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Candidates who are deaf or hard of hearing

- **Some candidates may qualify for double time**
- **Candidates may compose essay in sign language and video, then transcribe to written English**

comparable state organization, or in Canada, the Canadian Evaluation System. The interpreter must act as a "go-between" and may not interpret any part of the actual test (i.e., stimulus materials, item stems, or possible responses). The interpreter must be available during testing to answer any questions that the candidate may have about the instructions or administration information. The interpreter may only convey information between the Chief or Alternate Examiner and the candidate. The Chief or Alternate Examiner should speak directly to the candidate. The Examiner should speak clearly, distinctly, at a normal volume and pace, pausing periodically to ensure that the candidate understands instructions before proceeding. It is rarely necessary to allow time for the interpreter to communicate what has been said.

D. Upon request and with appropriate documentation, double time is granted to all deaf and hard of hearing candidates for whom Standard Written English is a second language. Individuals who have grown up deaf or hard of hearing will have experienced learning and language development very differently from persons with normal hearing. This impact cannot be repaired or redressed with continued study. The GED Administrator for candidates may approve extended time, in addition to double time, when recommended by an appropriate professional. Additional time may not be necessary for all deaf or hard of hearing persons.

E. A deaf candidate may request the use of a video camera, videocassette recorder, and monitor to use in composing the essay. The testing center, the candidate, or an outside organization may provide the equipment. As with similar accommodations, such as the use of a calculator for some individuals, the candidate must have full control of the equipment throughout the entire Test 1 session. If the testing center provides the videotape used to record the essay, the center must retain the tape. If the candidate provides the videotape, the Examiner must view the tape before the beginning of the test to ensure that the tape is blank and must erase the tape entirely after the written essay score is reported and before returning the videotape to the candidate.

When a deaf candidate uses video equipment to compose his or her essay, he or she must still produce a final draft on paper. The video camera, tape deck, and monitor provide a deaf candidate with a way to produce an outline and rough draft in sign language. The candidate signs to the camera in his or her accustomed language style. Then, upon playback, the candidate may review the tape rough draft to produce the completed essay in Standard Written English.

7.7-2 Adaptations for Candidates Who Are Blind or Have Visual Impairments

Candidates who are blind or visually impaired

- **Audiocassette**
- **Braille**
- **Large print**
- **Adaptive devices**
- **Scribe**
- **Abacus or talking calculator**

If the candidate is unable or minimally able to see the printed test copy, the GED Administrator may approve the following adaptations, either singly or in combination:

A. A nonstandard edition of the GED Tests (audiocassette, braille, large print) may be administered. In all situations requiring oral transmission of the GED Tests, the audiocassette edition must be used. Reading questions to the candidate is not permitted. However, the scribe or Chief or Alternate Examiner may read the essay topic aloud. Sight-impaired candidates completing the braille or audiocassette editions are permitted to use an abacus, talking calculator, stylus and slate, or a brailler as "scratch paper."

B. Aids that permit candidates with severe vision impairments to read the printed tests may be used during test administration. Visual adaptive

devices—such as an Opticon®, a magnifying glass, or electronic aids—may be used with any edition of the GED Tests to meet the candidate's needs. Closed-circuit TV, used increasingly to assist those with some residual vision, and many computer-controlled adaptive devices may be permitted.

If the candidate is unable to complete the standard answer sheet, the Chief Examiner may make the following modifications:

A. The candidate may record answers using any braille-writing device or any computer-controlled brailler.
B. The candidate may dictate the answers to multiple-choice questions and the essay to the Chief Examiner, Alternate Examiner, or scribe, who can mark the answer sheet for the candidate (see Section 7.6).
C. The candidate may record the answers using whatever adaptive device is most appropriate. The Chief Examiner can later transfer the answers to the answer sheet for scoring. The Chief Examiner need not rewrite essays in longhand printed from a brailler keyboard in these situations. However, when a typed essay is sent to the jurisdiction's essay scoring site, the essay must be accompanied by a letter explaining that the typed essay is part of a nonstandard test administration. The Chief Reader will ensure that essay readers do not make allowances when scoring essays written by candidates with disabilities.

If the candidate with visual impairments wishes to take the Spanish-language edition of the GED Tests, contact GEDTS for guidance:

Director, Partner Outreach
GED Testing Service
One Dupont Circle NW
Washington, DC 20036
(202) 939-9390; fax (202) 775-8578
E-mail: ged@ace.nche.org

7.7-3 Adaptations for Candidates with Physical Disabilities

If the candidate has impairments that can hinder his or her ability to perform the physical skills needed to take the tests under standard conditions, the GED Administrator may approve the following adaptations, either singly or in combination:

A. If the candidate is unable to reach the testing center, the Chief Examiner or Alternate Examiner and candidate may arrange for testing at a site that is physically accessible and environmentally suitable to the candidate (see Section 7.5-6).
B. If the candidate is unable to manipulate the test booklet, mark the answer sheet, or write the essay, the Chief Examiner or Alternate Examiner will administer the tests using appropriate strategies agreed upon with the candidate (see Sections 7.2-2 and 7.6).
C. If the candidate is unable to write the numbers or symbols necessary to solve mathematics problems, the Chief Examiner or Alternate Examiner may write them as directed by the candidate. Only those numbers and symbols requested by the candidate may be recorded (see Sections 7.2-2 and 7.6).

Candidates with physical disabilities

- **On-site testing**
- **Assistance with page turning**
- **Scribe**
- **Frequent breaks**
- **Other modifications as needed**

7.7-4 Adaptations for Affective Disorders

All candidates are likely to be anxious about their ability to demonstrate skills in a standard administration of the GED Tests. For some candidates, this stress may be severe enough to limit performance. With appropriate professional verification of the candidate's specific affective problem(s), the GED Administrator and GEDTS may approve a testing accommodations strategy to meet individual needs (see Section 7.8 for examples).

The certifying professional may determine how the candidate is best accommodated. Nonstandard testing accommodations strategies that may apply include (1) a one-time nonstandard administration at a health care facility (see Section 4.3-8), (2) an individual testing session at the testing center, (3) supervised untimed breaks, (4) providing the candidate an opportunity to review the Examiner's directions (usually read aloud at the beginning of the testing session) before the date of testing, and (5) other modifications of the standard testing environment developed in consultation between the Chief Examiner and the certifying professional and as approved by the GED Administrator and GEDTS.

Behavior controllers for candidates with closed head injury or autism

7.7-4.1 Adaptations for Candidates Who Require Presence of Trained Behavior Controllers

Candidates with traumatic brain injuries or autism may be subject to unexpected changes in their behavior. The specific challenges these individuals face vary widely. However, they may have difficulty handling certain frustrations appropriately and, under certain circumstances, may act out during periods of stress. Trained "behavior controllers" are often part of the candidate's long-term treatment. The presence of a behavior controller to assist with a specific candidate's testing session may be approved.

The following conditions will govern a testing session in which a behavior controller is required.

The behavior controller:

1. Must be a high school graduate.
2. May not be the candidate's teacher.
3. May not see or assist with any part of the tests, nor may the behavior controller interpret any portion of the tests.
4. Will be called upon only if there is a disruption.
5. May be present inside the testing room.

Should a candidate taking the GED Tests under these conditions become disruptive, the Chief Examiner or Alternate Chief Examiner in charge of the testing session will:

1. Have the disruptive candidate promptly removed from the testing room.
2. Cancel the candidate's testing results for that session.
3. File a *Report of Testing Irregularity* (see Appendix D3) with GEDTS and the GED Administrator.

These steps are consistent with the standard procedures for dismissing a disruptive candidate from a testing session (see Section 6.5-2).

7.7-5 Adaptations for Specific Learning Disabilities and Attention-Deficit/Hyperactivity Disorders (ADHD)

Refer to Section 7.4-5 for descriptions of accommodations used for candidates with specific learning disabilities and ADHD.

Sections 7.4-3 and 7.4-4 provide complete descriptions of the processes for obtaining accommodations on the basis of learning disabilities and attention-deficit/hyperactivity disorders.

For SLD and ADHD adaptations, see Section 7.4-5.

7.8 Adaptations and Nonstandard Editions

With the approval of the state or provincial GED Administrator, unpaid Alternate Chief Examiners may be recruited and trained by the Chief Examiner for nonstandard administrations of the GED Tests. These persons may include, for example, retired senior citizens or members of church groups or service organizations. Examiners should follow the usual appointment criteria and procedures. Unpaid Examiners cannot, of course, be related to or have any permanent relationship with the GED candidate (see Section 7.10-1).

7.9 Examples of Approved/Denied Requests for Nonstandard Testing Accommodations

REQUESTS THAT WOULD BE APPROVED

Examples of requests for accommodations

Situation: John is deaf. He has requested to take the GED Tests with an interpreter, and wants someone to help him write his essay. Attached is school documentation that John has been deaf all his life.

Request: Interpreter/Scribe

Action: Approved by GED Administrator with modifications. John may have a certified interpreter present and may use the videotaped instructions. However, he is not allowed to draft his essay by signing with another person who writes down the essay. He can use a video camera and playback unit so that he may sign to himself in order to plan his essay. He is also entitled to double time.

Reason:
1. Need described is valid. Although a scribe may be needed for other conditions, the request to use a signing scribe exceeds GEDTS guidelines.
2. Verification in the form of school records may aid GED Administrator in determining how to meet need under established policy.

Situation: Francine is deaf. She asks for extended time to read the printed instructions at the beginning of the testing session.

Request: Printed instructions

Action: Approved by GED Administrator.

Reason:
1. Adaptation is appropriate to need.
2. Documentation of condition by agency or observation of Examiner is sufficient.

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Situation: Betty is qualified to pass the GED Tests and suffers from an auditory processing deficiency, or specific learning disability, that makes it hard for her to understand spoken instructions. As a result, to be tested fairly, she needs to be allowed to read the test instructions normally spoken by the Examiner. She will not need any other assistance. The Director of Special Education at the Public Schools has on file tests by clinical psychologists verifying her condition. Betty obtains copies of their reports and provides the requested information on her accommodation request form. Betty plans to take the test in one month.

Request: A printed copy of test instructions and time to read them.

Action: Approved by the GED Administrator.

Reason:

1. The modification is clearly described and is appropriately linked to the situation.
2. Documentation of the need exists in records.
3. Advance notice of more than one week is given so that the Chief Examiner can have a copy of the test administration instructions available for the candidate's use.

Situation: Ann has dyslexia. She has asked to be allowed to use the audiocassette version of the GED Tests. She has brought documentation of her situation by a neurologist who says that she cannot ever learn to read normally, but that she has the capacity to pass the tests. This documentation contains test results from neurological, psychological, and educational assessments. She attended 12 years of special education in this school district.

Request: Audiocassette test and extended time limits.

Action: Approved by the GED Administrator and GEDTS.

Reason: Medical verification of a neurological problem and documentation of special need are provided. The fact that she had "12 years of special education" is supplementary information but does not in itself constitute sufficient documentation.

Situation: Edward is a quadriplegic as a result of a high school football accident two years earlier. He is confined to his bed at the rehabilitation hospital. He will need the assistance of someone who can turn the pages of the test booklet and record his answers for him. Additional time will also be needed. A retired teacher is willing to administer the test once she has completed training as an Alternate Chief Examiner.

Request: Test administration at the hospital with Alternate Examiner turning pages and recording the answers; suspended time limits.

Action: Approved by the GED Administrator.

Reason:

1. The adaptation is appropriate to the need.
2. The Chief Examiner's personal knowledge of the circumstances and the candidate's continued hospitalization are sufficient documentation.

Note: An Alternate Examiner who is not paid and who is not personally associated with the candidate is a good solution to covering the costs of a nonstandard test administration.

Situation: Dick has asked for a modification of the time limits for the GED Tests because he is extremely anxious and cannot sit still for more than an hour at a time. He has brought a letter from his physician saying that he was released one month ago from the state hospital, where he was treated for anxiety. He is still taking a prescribed anti-anxiety drug. His physician says that he could not be fairly tested without an extension of time.

Request: Double time limits and only one test of the battery administered in a single day.

Action: Approved by the GED Administrator.

Reason:

1. This candidate has documented a level of anxiety well beyond the norm and not just specifically associated with the GED Tests.
2. His physician specifically states that fair testing requires an extension of the time limits.

REQUESTS THAT WOULD BE DENIED

Situation: Roger has asked for an extension of the time limits on the Mathematics Test because he has always suffered from extreme math anxiety. His teacher says he can pass the test if he has an extension. He has brought a copy of his prescription for an anxiety-reducing medication.

Request: Double time limits for the Mathematics Test.

Action: Denied by the GED Administrator.

Reason: Even very profound anxiety about the test is not grounds for an extension of time limits. Unlike Dick (above) whose anxiety is disabling because it pervades his entire life, even resulting in hospitalization, this candidate is simply anxious about one section of the GED Tests. This situation is common to GED candidates and is not grounds for a time extension.

Situation: Lekethia wants an extension of the time limits because of a head injury she received in an automobile accident. Her insurance company confirms that she is receiving benefits from them because of the head injury.

Request: Double time limits.

Action: Denied by the GED Administrator and GEDTS, but further inquiry should be made.

Reason: This request does not explain the connection between the injury and the requested modification. The Chief Examiner needs to assist the candidate in clarifying her request and in obtaining appropriate documentation of the need for accommodated testing. It is likely that with an adequate statement of need and additional documentation, such as notes from her hospital file, and/or a neurologist's statement, this request would be approved.

Situation: Cuong has asked for an extension of the time limits for the GED Tests because he cannot work as fast on tests in English since his native language is Vietnamese. He earned a master's degree from his own country but needs a GED diploma to be accepted to a local university.

Request: Double time limits.

Action: Denied by the GED Administrator.

Reason: Lack of fluency in English does not justify request for extending time limits.

Situation: Fatima has had difficulty learning to read. She wants to take the GED Tests without any time limits because she thinks she would have a better chance to pass.

Request: Suspension of time limits.

Action: Denied by GEDTS.

Reason: Difficulty in learning to read is not a sufficient basis by itself for modifying the standard test administration. Further information should be requested from this candidate. Documentation of a learning disability may be available if the Chief Examiner asks. Often candidates are so focused on their own needs that they do not ask what verification is needed. If adequate documentation is available, complete Form L-15 and send it to the GED Administrator.

7.10 Resources

GED Testing Centers may need to look for other resources because nonstandard testing accommodations may be more expensive than regular testing and because charges to candidates requesting nonstandard accommodations or nonstandard editions may not exceed the normal testing fee. Some educational and referral resources have been incorporated into Appendices A4 and E5 of this manual.

7.10-1 Use of Volunteers

Volunteers with appropriate credentials (see Section 4.2) may be appointed as Alternate Examiners using the same procedures as those used in appointing paid staff. Retired teachers and other professionals serve as a good resource in some communities. The formal appointment process with approval of the GED Administrator must be completed.

Volunteers cannot administer GED Tests to candidates to whom they are related or with whom they have close personal relationships. Long-standing professional relationships, however, do not disqualify a volunteer from being appointed as an Alternate Examiner.

7.10-2 Establishment of Scholarship Funds

In some communities, scholarships for testing accommodations have been established by community groups and fraternal organizations. Certain civic groups such as the Lions, the Shriners, and the Kiwanis clubs take a special interest in people with specific disabilities and have been willing to donate certain restricted funds. Groups such as the Easter Seals Foundation may also be approached. GEDTS encourages such outreach.

7.10-3 Government Agencies

Agencies serving people with disabilities often can provide assistance, if asked. Chief Examiners should inquire about support available from governmental agencies, including Departments of Rehabilitative Services.

7.10-4 Libraries

Libraries in many communities have access to various reading machines for visually impaired candidates. Many of these are portable and can be borrowed for nonstandard test accommodations. Testing may be conducted in libraries if standard administration conditions are met.

7.10-5 Special Schools

Schools for people with hearing, vision, or mobility impairments that are not Official GED Testing Centers may have resources that could be used to facilitate nonstandard testing accommodations.

Support for covering cost of providing accommodations

- **Volunteers**
- **Civic organizations**
- **Government agencies**
- **Libraries**
- **Special schools**

Appendix M

Section 230.23161, Florida Statutes
Educational Services in
Department of Juvenile Justice Programs

230.23161 Educational services in Department of Juvenile Justice programs.—

(1) The Legislature finds that education is the single most important factor in the rehabilitation of adjudicated delinquent youth in the custody of the Department of Juvenile Justice in detention or commitment facilities. It is the goal of the Legislature that youth in the juvenile justice system continue to receive a high-quality education. The Department of Education shall serve as the lead agency for juvenile justice education programs, curriculum, support services, and resources. To this end, the Department of Education and the Department of Juvenile Justice shall each designate a Coordinator for Juvenile Justice Education Programs to serve as the point of contact for resolving issues not addressed by local district school boards and to provide each department's participation in the following activities:

(a) Training, collaborating, and coordinating with the Department of Juvenile Justice, local school districts, educational contract providers, and juvenile justice providers, whether state operated or contracted.

(b) Collecting information on the academic performance of students in juvenile justice commitment and detention programs and reporting on the results.

(c) Developing academic and vocational protocols that provide guidance to school districts and providers in all aspects of education programming, including records transfer and transition.

(d) Prescribing the roles of program personnel and interdepartmental local school district or provider collaboration strategies.

Annually, a cooperative agreement and plan for juvenile justice education service enhancement shall be developed between the Department of Juvenile Justice and the Department of Education and submitted to the Secretary of Juvenile Justice and the Commissioner of Education by June 30.

(2) The Legislature finds that juvenile assessment centers are an important source of information about youth who are entering the juvenile justice system. Juvenile assessment centers document the condition of youth entering the system, thereby providing baseline data which is essential to evaluate changes in the condition of youth as a result of treatment. The cooperation and involvement of the local school system, including the commitment of appropriate resources for determining the educational status and special learning problems and needs of youth, are essential if the full potential benefits of juvenile assessment centers are to be achieved.

(3) Students participating in a detention, commitment, or rehabilitation program pursuant to chapter 985 which is sponsored by a community-based agency or is operated or contracted for by the Department of Juvenile Justice shall receive educational programs according to rules of the State Board of Education. These students shall be eligible for services afforded to students enrolled in programs pursuant to s. 230.2316 and all corresponding State Board of Education rules.

(4) The district school board of the county in which the residential or nonresidential care facility or juvenile assessment facility is located shall provide appropriate educational assessments and an appropriate program of instruction and special education services. The district school board shall make provisions for each student to participate in basic, vocational, and exceptional student programs as appropriate. Students served in Department of Juvenile Justice programs shall have access to the appropriate courses and instruction to prepare them for the GED test. Students participating in GED preparation programs shall be funded at the

basic program cost factor for Department of Juvenile Justice programs in the Florida Education Finance Program. Each program shall be conducted according to applicable law providing for the operation of public schools and rules of the state board.

(5) A school day for any student serviced in a Department of Juvenile Justice program shall be the same as specified in s. 228.041(13). Educational services shall be provided at times of the day most appropriate for the juvenile justice program. School programming in juvenile justice detention, commitment, and rehabilitation programs shall be made available by the local school district during the juvenile justice school year, as defined in s. 228.041(43).

(6) The educational program shall consist of appropriate basic academic, vocational, or exceptional curricula and related services which support the treatment goals and reentry and which may lead to completion of the requirements for receipt of a high school diploma or its equivalent. If the duration of a program is less than 40 days, the educational component may be limited to tutorial activities and vocational employability skills.

(7) Participation in the program by students of compulsory school attendance age as provided for in s. 232.01 shall be mandatory. All students of noncompulsory school-attendance age who have not received a high school diploma or its equivalent shall participate in the educational program, unless the student files a formal declaration of his or her intent to terminate school enrollment as described in s. 232.01(1)(c) and is afforded the opportunity to take the general education development test and attain a Florida high school diploma prior to release from a facility. A youth who has received a high school diploma or its equivalent and is not employed shall participate in workforce development or other vocational or technical education or community college or university courses while in the program, subject to available funding.

(8) An academic improvement plan shall be developed for students who score below the level specified in local school board policy in reading, writing, and mathematics or below the level specified by the Commissioner of Education on statewide assessments as required by s. 232.245. These plans shall address academic, literacy, and life skills and shall include provisions for intensive remedial instruction in the areas of weakness.

(9) Each school district shall maintain an academic record for each student enrolled in a juvenile justice facility as prescribed by s. 228.081. Such record shall delineate each course completed by the student according to procedures in the State Course Code Directory. The school district shall include a copy of a student's academic record in the discharge packet when the student exits the facility.

(10) The Department of Education shall ensure that all school districts make provisions for high school level committed youth to earn credits toward high school graduation while in residential and nonresidential juvenile justice facilities. Provisions must be made for the transfer of credits and partial credits earned.

(11) The school district shall recruit and train teachers who are interested, qualified, or experienced in educating students in juvenile justice programs. Students in juvenile justice programs shall be provided a wide range of educational programs and opportunities including textbooks, technology, instructional support, and other resources available to students in public schools. Teachers assigned to educational programs in juvenile justice settings in which the school district operates the educational program shall be selected by the school district in consultation with the director of the juvenile justice facility. Educational programs

in juvenile justice facilities shall have access to the substitute teacher pool utilized by the school district. Full-time teachers working in juvenile justice schools, whether employed by a school district or a provider, shall be eligible for the critical-teacher-shortage tuition-reimbursement program as defined by s. 240.4064.

(12) School districts are authorized and strongly encouraged to contract with a private provider for the provision of educational programs to youths placed with the Department of Juvenile Justice and shall generate local, state, and federal funding, including funding through the Florida Education Finance Program for such students. The school district's planning and budgeting process shall include the needs of Department of Juvenile Justice programs in the district's plan for expenditures for state categorical and federal funds.

(13) The local school district shall fund the education program in a Department of Juvenile Justice facility at the same or higher level of funding for equivalent students in the county school system based on the funds generated by state funding through the Florida Education Finance Program for such students. It is the intent of the Legislature that the school district maximize its available local, state, and federal funding to a juvenile justice program.

(a) Juvenile justice education programs shall be funded in the appropriate FEFP program based on the educational services needed by the student for Department of Juvenile Justice programs in accordance with s. 236.081.

(b) Juvenile justice education programs to receive the appropriate FEFP program funding for Department of Juvenile Justice programs shall include those operated through a contract with the Department of Juvenile Justice and which are under purview of the Department of Juvenile Justice quality assurance standards for education.

(c) Consistent with the rules of the State Board of Education, local school districts are authorized and required to request an alternative FTE survey for Department of Juvenile Justice programs experiencing fluctuations in student enrollment.

(d) FTE count periods shall be prescribed in rules of the State Board of Education and shall be the same for programs of the Department of Juvenile Justice as for other public school programs. The summer school period for students in Department of Juvenile Justice programs shall begin on the day immediately following the end of the regular school year and end on the day immediately preceding the subsequent regular school year. Students shall be funded for no more than 25 hours per week of direct instruction.

(14) Each school district shall negotiate a cooperative agreement with the Department of Juvenile Justice on the delivery of educational services to youths under the jurisdiction of the department. Such agreement must include, but is not limited to:

(a) Roles and responsibilities of each agency, including the roles and responsibilities of contract providers.

(b) Administrative issues including procedures for sharing information.

(c) Allocation of resources including maximization of local, state, and federal funding.

(d) Procedures for educational evaluation for educational exceptionalities and special needs.

(e) Curriculum and delivery of instruction.

(f) Classroom management procedures and attendance policies.

(g) Procedures for provision of qualified instructional personnel, whether supplied by the school district or provided under contract by the provider, and for performance of duties

while in a juvenile justice setting.

(h) Provisions for improving skills in teaching and working with juvenile delinquents.

(i) Transition plans for students moving into and out of juvenile facilities.

(j) Procedures and timelines for the timely documentation of credits earned and transfer of student records.

(k) Methods and procedures for dispute resolution.

(l) Provisions for ensuring the safety of education personnel and support for the agreed-upon education program.

(m) Strategies for correcting any deficiencies found through the quality assurance process.

(15) The cooperative agreement pursuant to subsection (14) does not preclude the development of an operating agreement or contract between the school district and the provider for each juvenile justice program in the school district where educational programs are to be provided. Any of the matters which must be included in the agreement pursuant to subsection (14) may be defined in the operational agreements or operating contracts rather than in the cooperative agreement if agreed to by the Department of Juvenile Justice. Nothing in this section or in a cooperative agreement shall be construed to require the school board to provide more services than can be supported by the funds generated by students in the juvenile justice programs.

(16)(a) The Department of Education in consultation with the Department of Juvenile Justice, school districts, and providers shall establish objective and measurable quality assurance standards for the educational component of residential and nonresidential juvenile justice facilities. These standards shall rate the school district's performance both as a provider and contractor. The quality assurance rating for the education component shall be disaggregated from the overall quality assurance score and reported separately.

(b) The Department of Education shall develop a comprehensive quality assurance review process and schedule for the evaluation of the educational component in juvenile justice programs. The Department of Juvenile Justice quality assurance site visit and the education quality assurance site visit shall be conducted during the same visit.

(c) The Department of Education, in consultation with school districts and providers, shall establish minimum thresholds for the standards and key indicators for education programs in juvenile justice facilities. If a school district fails to meet the established minimum standards, the district will be given 6 months to achieve compliance with the standards. If after 6 months, the school district's performance is still below minimum standards, the Department of Education shall exercise sanctions as prescribed by rules adopted by the State Board of Education. If a provider, under contract with the school district, fails to meet minimum standards, such failure shall cause the school district to cancel the provider's contract unless the provider achieves compliance within 6 months or unless there are documented extenuating circumstances.

(17) The district school board shall not be charged any rent, maintenance, utilities, or overhead on such facilities. Maintenance, repairs, and remodeling of existing facilities shall be provided by the Department of Juvenile Justice.

(18) When additional facilities are required, the district school board and the Department of Juvenile Justice shall agree on the appropriate site based on the instructional needs of the

students. When the most appropriate site for instruction is on district school board property, a special capital outlay request shall be made by the commissioner in accordance with s. 235.41. When the most appropriate site is on state property, state capital outlay funds shall be requested by the Department of Juvenile Justice provided by s. 216.043 and shall be submitted as specified by s. 216.023. Any instructional facility to be built on state property shall have educational specifications jointly developed by the school district and the Department of Juvenile Justice and approved by the Department of Education. The size of space and occupant design capacity criteria as provided by state board rules shall be used for remodeling or new construction whether facilities are provided on state property or district school board property.

(19) The parent or guardian of exceptional students shall have the due process rights provided for in chapter 232.

(20) Department of Juvenile Justice detention and commitment programs may be designated as second chance schools pursuant to s. 230.2316(3)(d). Admission to such programs shall be governed by chapter 985.

(21) The Department of Education and Department of Juvenile Justice, after consultation with and assistance from local providers and local school districts, shall report annually to the Legislature by February 1 on the progress towards developing effective educational programs for juvenile delinquents including the amount of funding provided by local school districts to juvenile justice programs, the amount retained for administration including documenting the purposes for such expenses, the status of the development of cooperative agreements, the results of the quality assurance reviews including recommendations for system improvement, and information on the identification of, and services provided to, exceptional students in juvenile justice commitment facilities to determine whether these students are properly reported for funding and are appropriately served.

(22) The educational programs at the Arthur Dozier School for Boys in Jackson County and the Florida School for Boys in Okeechobee shall be operated by the Department of Education, either directly or through grants or contractual agreements with other public or duly accredited education agencies approved by the Department of Education.

(23) The Department of Education shall have the authority to adopt any rules necessary to implement the provisions of this section, including uniform curriculum, funding, and second chance schools. Such rules shall require the minimum amount of paperwork and reporting necessary to comply with this act.

(24) The Department of Juvenile Justice and the Department of Education shall, in consultation with the statewide Workforce Development Youth Council, school districts, providers, and others, jointly develop a multiagency plan for vocational education which describes the curriculum, goals, and outcome measures for vocational programming in juvenile commitment facilities, pursuant to s. 985.3155.

History.—s. 42, ch. 96-398; s. 9, ch. 97-190; s. 4, ch. 98-186; s. 18, ch. 98-280; s. 48, ch. 99-284; s. 2, ch. 2000-137; s. 3, ch. 2001-125.

Florida Department of Education
Charlie Crist, Commissioner
ESE 10912

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